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ABSTRACT

This publication is offered as a resource guide for teachers rather than as a prescriptive syllabus. No course of study is delineated and no course objectives are spelled out. Instead there are illustrative examples for applying discovery techniques to the study of Latin America, suggestions of various themes useful in organizing a course of study for secondary grades and selected listings of resource materials. The booklet is divided into the following sections: The Present State of Latin American Studies; Inquiry and Latin American Studies; The Latin American Studies Course-Alternative Structures; Introducing Latin America to the Less Academically Oriented; Developing Teacher- and Student-Produced Materials; Simulation and Latin American Studies; Studies in Comparative Institutions-Slavery in the United States and Latin America; and, Latin America for the General Social Studies Teacher-An Introductory Bibliographic Essay. (FDI)

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TEACHING ABOUT LATIN AMERICA

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FOREWORD

Many schools have identified Latin American Studies as the area most needed for emphasis in the "local option" slot of the social studies program. In keeping with the Department view that local districts have the perogative in planning any 12th year social studies offerings, this publication is offered as a resource guide for teachers, rather than as a more prescriptive syllabus. The reader will quickly discover that no course of study is delineated, no course objectives are spelled out. Instead there are illustrative examples for applying discovery techniques to the study of Latin America, suggestions of various themes useful in organizing a course of study, and selected listings of resource materials. The publication is intended, then, for helping the teacher plan his course of study in harmony with the emphasis of the revised social studies program.

This guide grew out of a project in 1969-70 cosponsored by the Bureau of Social Studies Education, the Center for International Programs and Comparative Studies, and the Bureau of Secondary Curriculum Development. A consultant, chosen for his working knowledge of the "new" social studies as well as his background in Latin American studies, assessed secondary school offerings within the State and nationwide, and identified promising practices in this area of teaching. As consultant, Alfred Jamieson, department chairman, Alhambra High School, Martinez, California, brought a scholarly orientation gained from undergraduate and graduate specialization in Latin American Studies combined with an actual working acquaintance with such exponents of social studies inquiry as the Amherst Project and the committee which produced California's Social Studies framework. This publication is almost in its entirety the work of Mr. Jamieson and of a New York State Latin American Studies teacher, Everett Egginton, formerly of Jamesville-DeWitt High School, now at Syracuse University. Mr. Jamieson's particular contributions include the overview of Latin American Studies in secondary schools and the identification of appropriate resource materials. His more exhaustive treatment of bibliography is available in a companion volume, *A Selective Guide to Materials on Latin America Suitable for Use at the Secondary Level*, available from this office. He collaborated with Mr. Egginton in explaining modes of inquiry as applied to Latin American Studies, and in describing the development of teacher-and student-produced materials. His contributions to the alternative structures of the Latin American Studies course include the analysis of the survey course and the description of an introductory Latin American course for the less academically oriented.

Mr. Egginton contributed a description and sampling of a course of study in which he dealt in depth with four topics of Latin American history. In addition, he has given illustrations of his use of a scholarly research study by Rafael Cortada. The "do-it-yourself simulation kit" and suggestions for its use has been developed by Mr. Egginton, drawing in part upon his own experience as a former Peace Corps member in Peru.

Helena U. Whitaker, formerly acting chief, and Jacob I. Hotchkiss, associate, Bureau of Social Studies Education, have served as advisors on the publication of this guide. Norman Abramowitz, associate, Center for

International Programs and Comparative Studies, was the coordinator of the year-long consultant program, and assisted in the compilation of the guide. Janet M. Gilbert, associate, Bureau of Secondary Curriculum Development, had general charge of the publication project and prepared the manuscript for printing.

GORDON E. VAN HOOFT
Director, Division of
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CONTENTS

Page

Foreword iii

How to Use This Guide vi

The Present State of Latin American Studies:
An Overview of Current Problems and Prospects 1

Inquiry and Latin American Studies 10

The Latin American Studies Course
Alternative Structures 15

Developing Teacher-and Student-Produced Materials . . . . . 3[illegible]

Simulation and Latin American Studies 39

Studies in Comparative Institutions:
Slavery in the United States and Latin America 47

Latin America for the General Social Studies Teacher:
An Introductory Bibliographic Essay 54

HOW TO USE THIS GUIDE

Teaching About Latin America represents a marked departure from previous publications in the revised social studies series. Teachers accustomed to the more rigid structuring of a State syllabus, or to the guides which have been prepared to implement those courses of study, may find a manual of encouragement to "do your own thing" a bit disconcerting. Perhaps more than any of the other guides, however, this is a volume to be read in advance, and to be seen as an aid in preparing to teach about Latin America.

Some important considerations for the teacher, in considering the establishment of a Latin American Studies program in a school include:

- The need for such a course. (Read the overview in the first chapter.)
  - How many of the stereotypes and misunderstandings are prevalent among students in this school?
  - Has the social studies program focused upon inquiry and depth studies concerning United States and the western world, leaving Latin America as a part of a largely ignored "third world," or has the program been built to include exciting and innovating ways of learning about these people?
- The identity crisis. The entire publication should be reviewed within the frame of reference of students of Latin American descent.
  - In choosing alternatives in structure, cases for indepth study, and materials, can these selections enhance self-concept as well as build prestige among the rest of the student body?
  - Can a Puerto Rican or Haitian student apply the concepts learned concerning Latin American history and development to his own family traditions and history?
  - Can the student of Latin American descent find study materials which in language and/or setting have particular meaning for him?

In planning the structure of the locally developed course of study, careful consideration should be given to the previous social studies experience of the students. The section on alternative structures should be helpful at this phase of curriculum development.

For reviewing teaching materials appropriate for the course of study, the bibliography will, of course, be very useful. Teachers may also wish to order the more comprehensive bibliography, *A Selective Annotated Guide To Materials On Latin America,* prepared by Mr. Jamieson. This is available from the Center for International Programs and Comparative Studies. In addition, the chapter concerning teacher-made materials and the chapter, "simulation..." will be helpful.

The Department will be interested in hearing about teacher experience with this type of handbook. Suggestions for revision or additional material needed will help us in preparing similar handbooks in the future.

THE PRESENT STATE OF LATIN AMERICAN STUDIES: AN OVERVIEW OF CURRENT PROBLEMS AND PROSPECTS

Shielded by guard dogs and hundreds of troops and police, Governor Nelson Rockefeller met with Uruguayan leaders at isolated Punta del Este yesterday while students rampaged in Montevideo in protest against his fact-finding visit. (*San Francisco Chronicle*, June 22, 1969)

The Argentine government declared a nationwide state of siege last night in an effort to stem an increasing tide of anti-government terrorism and labor unrest that has reached a violent climax during Governor Nelson A. Rockefeller's visit. (*San Francisco Chronicle*, July 1, 1969)

Santo Domingo: Three persons died in gun battles here yesterday during anti-American demonstrations touched off by the presence of Governor Nelson A. Rockefeller. (*San Francisco Chronicle*, July 4, 1969)

In virtually every capital that Rockefeller visited, his arrival catalyzed long-standing Latin American resentments, frustrations and anxieties. There were anti-U.S. demonstrations, angry shouts of 'Fuera Yanqui' (Yankee, Get Out), riots and at least seven deaths... Three nations asked the Governor to cancel scheduled stops, for fear his presence would cause violence.

Rockefeller and the White House are convinced that his mission is worth the cost, if only because it dramatically exposes the deep strains in U.S.-Latin American relations. There can be little doubt that a new U.S. policy is needed. Latin America is a continent in ferment, dissatisfield as never before with the U.S. and itself. (Reprinted by permission from TIME, The Weekly Newsmagazine; Copyright Time Inc., 1969.)

Governor Rockefeller commented on the violence attending his Latin American tour. 'I don't think its my problem,' he told newsmen earlier at Kennedy International Airport. 'It's the United States' problem.' (*San Francisco Chronicle*, June 30, 1969)

Once again, briefly, the "problem" of Latin America became a subject of much attention and discussion, illuminating the related problem of our understanding of Latin America. Into what common framework of knowledge and attitudes could these events be fitted in any satisfactory or consistent way? Seen in the light of our generally held images of our country and of Latin America, the unprecedented anti-U.S. reactions must have been puzzling. Was it the work of Communists or "outside agitators"? What about all that foreign aid and the Alliance for Progress? Perhaps most confusing of all

was a brief explanation by Governor Rockefeller himself. "The situation is not unlike that in America in 1776. The forces that motivated the American colonials are the same that are motivating the Latins." How many of our citizens, our students, or even our teachers possess sufficient information to assess the validity or even grasp the full meaning of that cryptic remark?

LIMITED SECONDARY SCHOOL STUDY OF LATIN AMERICA

Apparently our understanding of Latin America, or rather, lack of it, is increasingly becoming a critical problem. Unfortunately, a glance at the available information indicates that this is a problem with which we have yet to cope. While the majority of our citizens receive their last formal education in high school, they have little opportunity to study Latin America at that level. What they do learn is often inadequate for any real understanding of the area.

A recent study of the educational backgrounds of secondary students taking the College Entrance Examination Board tests revealed that fewer than 1 percent had taken a course in Latin American history. Seventy-eight percent of the seniors who responded to the survey stated that they had spent less than 4 weeks studying Latin America in all of their secondary social studies courses combined. (Elisabeth G. Kimball, *A Survey of the Teaching of History and Social Studies in the Secondary Schools*, pp. 3, 14.)

Despite the opportunity which the New York State secondary social studies program affords for scheduling electives in the 12th year, Department records for 1968 showed only 38 teachers in public and private schools offering courses on Latin America. Comparable figures for the same year indicated 89 teachers of African Studies and 96 of Asian Studies programs in addition to 2,450 teachers of the mandated 9th grade Asian and African Culture Studies course. Increased interest in Latin American Studies has been indicated, however (in 1969, 49 teachers).

AVAILABILITY OF LEARNING MATERIALS

An additional problem throughout the country has been the inadequacy or, worse, the inaccuracy of learning materials dealing with Latin America. A 1965 survey of elementary and secondary texts with Latin American content indicated that although there had been some improvement since an earlier study in 1944, this change was qualified.

> Qualitatively, the [the texts surveyed] contain much that would help a student in understanding Latin America; they also contain much that would not help at all and possibly could hinder.
>
> The Black Legend, with its excessive concentration on the brutality and ineptness of the Spanish remains. The aura of condescension relating to institutional elements in Latin American society does not go far toward building a realistic understanding of the problems and influences in these countries.

> It is still unfortunate that Latin American topics reach their peak of treatment so early in the social studies curriculum and decline so rapidly. Because so much of the content appears in elementary textbooks, it is encouraging to note the greatest efforts toward textbook improvement at this level. Secondary textbooks are weak by comparison.
>
> There is still too much concentration, especially in the elementary textbooks, on content which lacks pertinency. Here, the effort to avoid controversy brings an inordinate amount of space to identifying the 'banana' countries, the "tin" country, the 'old' customs, and too little of 19th and 20th century reality. In particular, and this is true for both elementary and secondary textbooks but especially the latter, political and cultural developments are very inadequately treated. (Vito Perrone, *Image of Latin America: A Study of American School Textbooks and School Children, Grades Two Through Twelve*, pp. 118-119.)

In supporting its choice of concentration on textbooks, rather than other materials, the survey also reveals, perhaps inadvertently, what many perceive as a telling weakness of the teaching methodology most commonly in use.

> There is still a lack of material on Latin America for use at the secondary level. Supplementary materials are rapidly being published but these are not in wide use. Teachers are still reluctant to leave the traditional textbook.
>
> No one denies that changes are coming and the single textbook is gradually giving way to multi-texts, but the answer for improvement must come within the context of the present core textbook. The plethora of attacks on the textbook as a learning tool have not altered their use to any great extent on the elementary and secondary school level. (Vito Perrone, *Image of Latin America: A Study of American School Textbooks and School Children, Grades Two Through Twelve*, pp. 120-121.)

An indication of change, specifically concerning the reliance on a single text, is evidenced in a recent survey conducted among New York State secondary teachers of Latin American Studies in which the overwhelming majority noted used a multiple text or text and readings approach. (Survey done by Latin American consultant under the supervision of the Center for International Programs and Comparative Studies, 1970.)

LATIN AMERICAN STUDIES AND THE "NEW SOCIAL STUDIES"

While the "New Social Studies" has not yet penetrated every classroom or school district in the nation, the principles and ideas are widely known and are being accepted in a large and growing number of schools. There must be more than a hundred curriculum development projects producing new and

innovative materials; in addition, the leading publishers have been quick to rush into print and place in the hands of salesmen, materials which they sometimes inaccurately call inquiry or discovery studies. Many of these new materials are appropriate for classes in American and European History, and some are useful in Asian and African Studies. Unfortunately, there is as yet very little available of this kind for Latin American Studies. In addition, teachers of Latin American Studies seldom appear in the forefront of innovative movements of the kind that have characterized the drive for African Studies, for example.

Partly as a result of this lack of interest among project directors and publishers who usually help create a demand and market for their products, and among teachers themselves, few courses on Latin America employ behaviorally stated objectives or inquiry techniques. The traditional vague objectives and expository methods and materials still predominate, in spite of recent educational research suggesting that such an approach is neither the most effective nor the most stimulating. The persistence of this methodology, coupled with lack of relevancy in content, must account for some of the unpopularity of Latin American Studies as an elective.

Many teachers of Latin American Studies, although they bemoan the obvious moribundity of their subject, do not seem to sense the causes of their problem, let alone the solutions. Conferences of such teachers frequently degenerate into endless discussions of what to include, by way of content, and how to squeeze all this content into a single semester, as if this were an unchallenged major objective.

Teachers and producers of curriculum materials must give up their preoccupation with coverage and, using content as a vehicle, must focus on process. By process is meant the conceptual tools and analytical skills of the social sciences and history, which are best learned by permitting the students to use them. This is the essence of the "New Social Studies."

Like the New Math and the New Science, the New Social Studies takes a dynamic and internal rather than a static and external view of knowledge. "Information" is not "learned" but becomes something that can be produced and used by the student. Generalizations and conclusions, the *products* of history and the social sciences are no longer the central focus or content of the course. Instead, the students learn to develop and use the processes and skills which can result in those products, enabling students to better understand and evaluate them. The student thus becomes an active, not a passive learner, and is equipped, not with information which is soon outdated or forgotten, but with techniques and methods of approaching problems and issues which will continue to serve him after he leaves schools.

FORMAT: THE SURVEY VERSUS A COMPARATIVE CULTURES APPROACH

The memorization of historic events, structures of government, and economic and geographic generalizations holds little interest, meaning, or importance for the average student. Only the rare student—the antiquarian, the fact-and-figure freak, or the imaginative student caught up in the fantasized romance of a bygone age or strange culture—will take such a task seriously. The indifferent student just does not share his teacher's interest in the

Bourbon Reforms or the Good Neighbor Policy; he does not find such information relevant. Yet the course outlines, textbooks, and objective tests often employed in survey courses are largely composed of this kind of material.

Advocates of Latin American Studies must abandon their preoccupation with "coverage" and become more concerned with developing depth studies of a topical, problematical or conceptural nature. Above all, they must sensitize themselves to the question of relevance in its broadest sense. This means not only interpreting student interests, but anticipating them as well. To do this, the teacher must ask simply, but honestly—what are the great, transcending issues of mankind, and how and where are these reflected in the experience of Latin America? Then he and his students must decide which of these will be of greatest interest and value.

The answers to these questions are not likely to involve learning the series of presidential administrations during the Mexican Revolution or the dates and details of the Pan American conferences. Students are interested in what most people are interested in, universally significant questions dealing with the meaning of life; the nature of reality; the characteristics of man; the experiences of love, hatred, fear; the concepts of truth and untruth, beauty and ugliness, and so on. Such an emphasis tends to universalize the study of Latin America which can offer both teacher and student an almost endless variety of unique views and responses which may be strange or familiar, but in either case, relevant and fascinating to today's students. (Robin J. McKeown, "Developing Asian Studies Program Materials," *Social Education*, November 1969, p. 839.)

Non-Anglo-Saxon cultures offer some of the richest sources for the vicarious experiences which may bring about the expansion of the student's consciousness. Those topics which the student explores here in depth, may increase his store of experience and his appetite for more. Through a comparative cultures approach, he will note differences and similarities, although the differences, since they are new to him, will probably attract his attention more. These comparisons can be the horizon-expanders that will provide him with alternatives to his own culture's world view, permitting him greater vision, consciousness, and freedom. The similarities will illustrate for him elements which compose the common humanity of all peoples.

There are a number of ways of organizing such a nonsurvey course. One system that permits easy transition is the posthole method, which uses a survey format only to hold together a number of indepth studies. In employing this method, it should be remembered that it is the postholes that are important, not the surface terrain between them. A variation of this is the independent research course which also is a survey format but places major emphasis on a student research project. Class time is devoted to a discussion of those concepts and research techniques which will be common to most of the students' projects. Moving farther away from the survey approach, the indepth studies themselves become the course, perhaps developed around a series of related and significant topics. Finally, the primacy of content or setting could give way entirely in a course designed to develop a series of articulated concepts, skills, and processes using Latin America only as a general setting for investigation, and leaving specific areas or topics open to student or class choice.

THE NATIONAL MYTHOLOGY

In order to design or evaluate materials and teach usefully about Latin America, one must know "what is." This should not be confused with what is said, intended, or assumed. What students should come to see or, at least, glimpse is not the traditional picture *our* society has of Latin America and our relations with it, but as nearly as possible, the actual reality.

Interpretations, either openly stated or implicit in structure or omission, are still found in course outlines and materials, reflecting a consensus that no longer obtains among scholars. These interpretations foster unrealistic views of Latin America and United States-Latin American relations which are so widely held as to constitute a national mythology.

The totally objective picture is an ideal goal impossible to achieve. Nonetheless, reality, a legitimate aim toward which to strive, can best be approached by offering the student not just our traditional view, that which is commonly presented by our government, business and military leaders, our major publishers and media, but by providing materials from which to assemble a multidimensional view. Such an approach must of necessity include the views of our critics as well as our supporters both here, in Latin America, and elsewhere.

Although few would dispute the utility or integrity of such an approach, the majority of our secondary level materials and courses largely ignore it. We are still teaching an ethnocentric national mythology to ourselves and our students concerning present realities in Latin America and our relations with Latin America. Stereotypes and misconceptions resulting from courses of study may be more dangerous, in that they are more resistant to correction, than those resulting from total ignorance of a subject. Educators in the field of international relations have become increasingly aware that much of our school material and curricula view Latin America with an implicitly racist and counterrevolutionary squint. (Robert L. Morris, "Reactions to the Mexican Seminar," in Letters to the Editor, *Social Education*, April, 1970.) We have so misinformed our students with this one-dimensional view that they have no rational way of coping with present public issue problems relating to our foreign policy. The results have been almost two centuries of a misinformed public which has uncritically tolerated what may be a very misconceived and ultimately counterproductive foreign policy.

At the college and university level there are a number of articulate spokesmen for what may be called an alternate view of Latin America and of our foreign policy. That this number will increase, and this new view gain wider acceptance seems likely, given present trends. Among scholars, there is occurring a breakdown of the consensus that produced the so-called objective and value-free historical and social science interpretations of the 40's, 50's, and early 60's. A recent article analyzing the December 1969 convention of the American Historical Association warned:

> In plain words, this annual gathering of 7,000 college professors and graduate students served notice that a radical Neo-Marxian explanation of American history and foreign policy

> is now an important fact of American life, that the process of legitimizing and domesticating it within a native historical tradition is already well advanced, and that it is winning the support of many of the educated young and conditioning their view of the society and its politics. (Clifford Solway, "Turning History Upside Down," *Saturday Review*, June 20, 1970.)

Although this process has been occurring largely above the secondary level, it nevertheless has important implications for secondary education. For one thing, it means that while "consensus" history and social studies is still being taught at the high school level, it is being replaced by more radical interpretations at the college and university level. The educational shock usually experienced by students moving from one level to the next will be markedly increased because of inadequate preparation. No one is more easily swayed by a new one-sided view than someone who has been educated by an old one.

Dr. Miles Wolpin, a representative scholar of this revisionist trend has offered a challenging critique of some of our more commonly held assumptions about Latin America. Several of these can be found in almost any secondary social studies text or course outline:

1) Our society is developed and theirs is less developed.
2) Foreign investments are important for Latin American development.
3) Political stability and order are necessary preconditions for development.
4) The United States gives foreign aid to Latin American nations.
5) The O.A.S. is a functionally independent entity.
6) Because of its superpower status, the United States can't avoid intervening in Latin American affairs.

The fact is that these assumptions, made or implied with apparent objectivity and neutrality in our texts, are neither objective nor neutral; certainly they are not facts. They are opinions or conclusions masked as factual statements, but which are based on definitions that may be biased and evidence that may be weak. The point is not whether they are correct or incorrect, but whether they can stand the test of critical analysis to which they are seldom subjected in classes which teach them as unquestioned "facts."

From the perspective of the alternate view, our relations with Latin America are seen in a much harsher light than that usually encountered in our secondary textbooks. Policy labels such as Wilsonian idealism, the Good Neighbor Policy or the Alliance for Progress are discounted as misleading rhetoric. The real policy they mask was and is not one of idealism, good neighborliness, or an alliance among sovereign nations, nor has it led to much progress in the hemisphere except our own. It would be closer to reality, revisionists insist, to characterize our policy as one of almost continuous expansion of our influence and control, resulting in the economic exploitation, political manipulation, and cultural penetration of Latin America and our other widening spheres of interest. Its central goal is the maintenance of a pro-United States status quo, hence its policy will be inherently counterrevolutionary. Seen in this light, interventions such as Guatemala (1954), Cuba (1961), the Dominican Republic (1965), and all

the other overt and covert interventions (of which Vietnam is only the most currently painful example) are not unfortunate incidents (the liberal-consensus view) but the natural and increasingly unavoidable results of our real foreign policy.

This view, once associated only with the work of a few isolated scholars, or with leftwing journals, has now found at least partial and grudging acceptance in more moderate and even "establishment" circles. Thus *Life* magazine has stated flatly in an editorial that the United States takes more out of Latin American countries than it puts in, that we give very little real aid, most of which is "tied," that our government intervenes in behalf of our corporations in their disputes with Latin American countries that the Alliance for Progress "is virtually dead," and that we continue to "meddle in Latin America's internal affairs, and not just in our occasional use of military force." ("Why the Latins Don't Love Us," *Life*, July 18, 1969, p. 28.) A high ranking State Department official in testimony before the Senate Sub-Committee on Western Hemisphere Affairs can say that with our present foreign policy outlook we would not have "tolerated" the Mexican Revolution had it occurred today rather than in the early part of the century, and a United States Senator can respond that such a policy should be faced up to as "one of extreme imperialism." (United States Congress, Senate Committee on Foreign Relations, *United States Military Policies and Programs in Latin America*, pp. 31, 51.) *Encyclopedia Americana* can admit that "It has been plausibly argued that the West has achieved its growth, at least in part, at the expense of the rest of the world, which has been kept in a condition of economic or political colonialism." (Marston Bates, "Population," *Encyclopedia Americana*, Vol. 22, p. 369c.) Even the *Rockefeller Report* can concede that United States "assistance and trade policies, so critical to the development processes of other nations, have been distorted to serve a variety of purposes in the United States having nothing to do with the aspirations and interests of its neighbors; in fact, all too often these purposes have been in a sharp conflict with the goals of development." (*The Rockefeller Report on the Americas*, Quadrangle Books, p. 21.)

The predictable results of such "aid" and trade policies, considered together, have been tacitly admitted even by the Chairman of the Inter-American Committee on the Alliance for Progress (CIAP), Carlos Sanz de Santamaria. "...taking into account all financial transactions between the U.S. and Latin America in the Alliance years, 'there is a favorable balance for the U.S. of more than $2 billion.' This means that taking into consideration all the flows of private capital, all the exports and imports, all the disbursements of loans, all the repayments on loans and the payments of interest, the U.S. is ahead." (*Alliance for Progress Weekly Newsletter*, October 20, 1969, p. 2.) It would almost seem that instead of our assisting the economic development of Latin America, the reverse has actually been the case. Assuming that the designers of these policies knew what they were doing, perhaps some of the revisionists' claims are worthy of more consideration than they have been receiving by textbook publishers, curriculum designers, and resultingly the majority of our secondary students. It is ironic that an interpretation that can appear in the pages of *Life* magazine or *Encyclopedia Britannica* is still considered by those who control our educational media to be too controversial to be included in a secondary text.

Regardless of where these policies are being discussed and analyzed—and the classroom might be a more constructive setting than a political rally or an underground pamphlet—they are coming under increasing attack, both in the United States and abroad. Nor is our educational system, in so far that it refuses to even consider them, immune from assault. Student demands for relevancy in education are nowhere more strident and potentially disruptive than in the social sciences in general, and in particular, fields of minority studies, Third World studies, and International Relations. Considering present trends, student activisim in these areas is likely to continue increasing as long as genuine reforms are postponed.

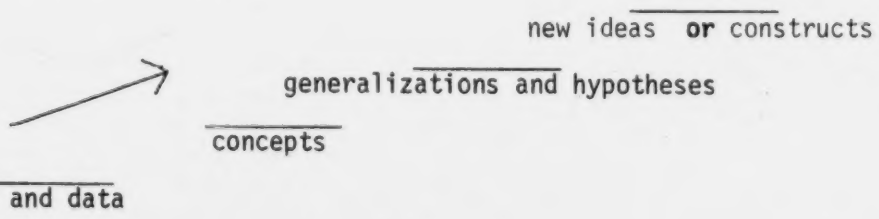
INQUIRY AND LATIN AMERICAN STUDIES

A social studies curriculum which stresses content objectives and teaches about values and institutions as if they were absolutes rather than relatives is not only outmoded, it is dangerous. Institutions and values are by nature subject to change and consequently cannot be absolute. If the student is taught that his nation's institutions and values as well as his own are not subject to change and that they are defensible at all costs, he has learned a myth. When the myth is exposed and the reality becomes obvious, as it inevitably will, the student's disillusionment may lead him to reject his society. If the student does not develop the competence to deal with a wide variety of situations and conflicts inherent in any society, the inevitable societal changes might be the result of violent revolution rather than peaceful, planned evolution.

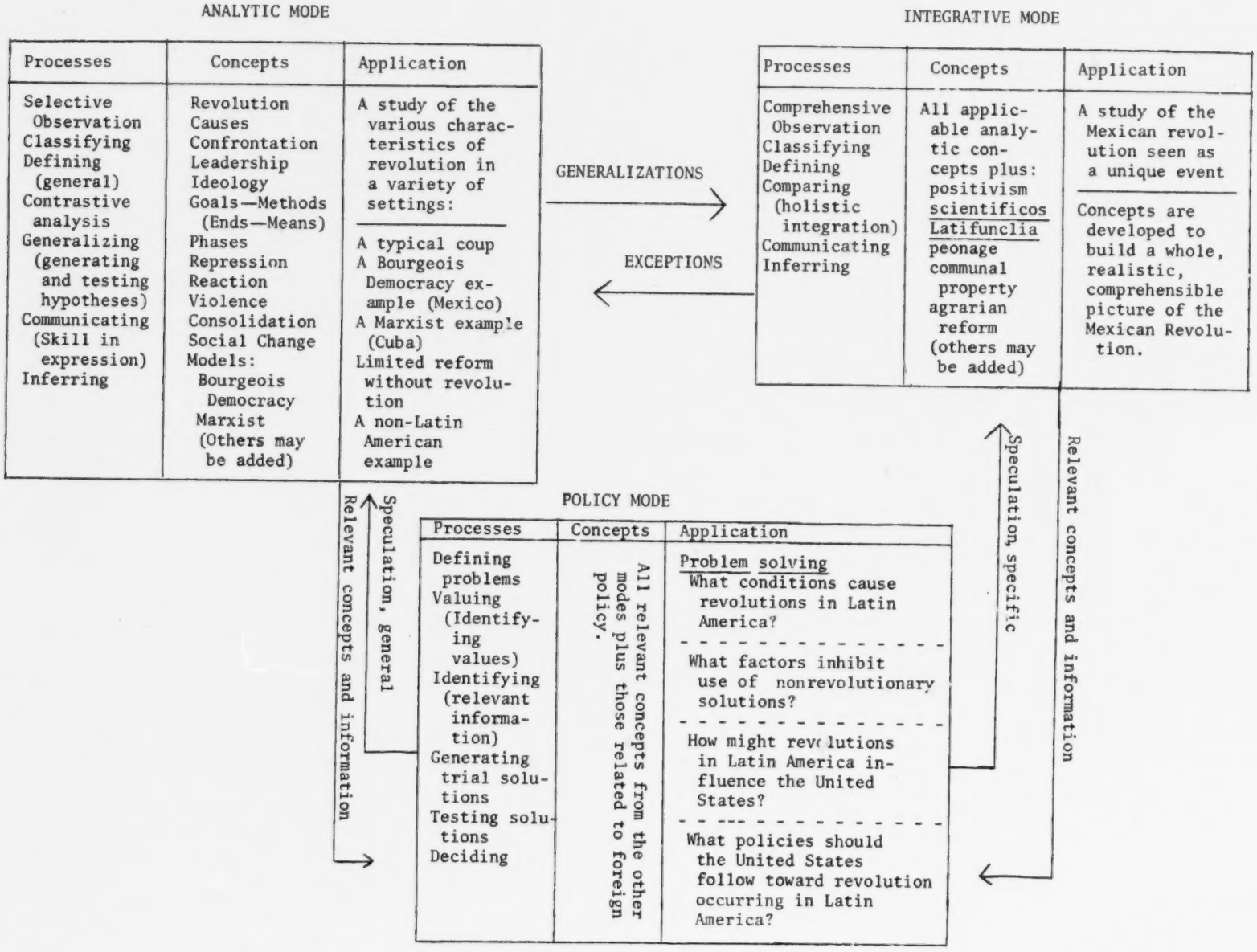
Social, political, and economic change is inevitable, and an understanding of the forces of change is necessary in order to maintain a stable, responsible society. The importance of the social studies has been accentuated by this new awareness of the realities of change and a new concern for the role of the individual in the world society. Latin American Studies does not merely lend itself to the inquiry approach; inquiry is indispensable to a realistic appraisal and a sound understanding of Latin American institutions and values.

Inquiry does not necessarily relegate facts, or historical perspective, to an inferior or unimportant position. Facts assume, rather, a more important role in that they no longer exist in isolation, but are used to support self-developed hypotheses or to provide the solutions to problems. Analytical skills would be meaningless without facts or data. Though the primary objectives with inquiry are process-or skill-oriented, these objectives would be unattainable without a knowledge of facts.

Inquiry is involved with certain levels of learning. These levels can be depicted as follows:



Each level is an indispensable condition for the succeeding level. Facts and data, which in isolation are irrelevant, are necessary if the concepts are to be used as effective instruments of inquiry. From sufficient data organized conceptually, hypotheses or generalizations can be made. When he is actively engaged in inquiry in order to prove a hypothesis or support a generalization, the student may develop an original idea or construct. Although the achievement of this highest level is a worthy objective even if it is not met, the student's or the teacher's primary objectives probably


ANALYTIC MODE
Processes
Concepts
Application
Selective Observation
Classifying
Defining (general)
Contrastive analysis
Generalizing (generating and testing hypotheses)
Communicating (Skill in expression)
Inferring
Revolution
Causes
Confrontation
Leadership
Ideology
Goals—Methods (Ends—Means)
Phases
Repression
Reaction
Violence
Consolidation
Social Change
Models:
Bourgeois Democracy
Marxist
(Others may be added)
A study of the various characteristics of revolution in a variety of settings:
A typical coup
A Bourgeois Democracy example (Mexico)
A Marxist example (Cuba)
Limited reform without revolution
A non-Latin American example
GENERALIZATIONS
EXCEPTIONS
INTEGRATIVE MODE
Processes
Concepts
Application
Comprehensive Observation
Classifying
Defining
Comparing (holistic integration)
Communicating
Inferring
All applicable analytic concepts plus:
positivism
scientificos
Latifunclia
peonage
communal property
agrarian reform
(others may be added)
A study of the Mexican revolution seen as a unique event
Concepts are developed to build a whole, realistic, comprehensible picture of the Mexican Revolution.
Relevant concepts and information
Speculation, specific
Relevant concepts and information
Speculation, general
POLICY MODE
Processes
Concepts
Application
Defining problems
Valuing (Identifying values)
Identifying (relevant information)
Generating trial solutions
Testing solutions
Deciding
All relevant concepts from the other modes plus those related to foreign policy.
Problem solving
What conditions cause revolutions in Latin America?
What factors inhibit use of nonrevolutionary solutions?
How might revolutions in Latin America influence the United States?
What policies should the United States follow toward revolution occurring in Latin America?

have still been achieved. Original ideas supported by conclusive evidence are the objectives of sophisticated research. Our objective is simply to develop the ability to think critically.

Inquiry does not involve one prescribed methodology; rather, a wide variety of approaches is indispensable. The basic premise for successful utilization of the inquiry approach is student motivation. The challenge to the classroom teacher is to motivate the student to "inquire"; that is, to seek a workable solution to a problem, or to look for evidence to support a hypothesis. Once a problem is solved or evidence has been found to support a hypothesis, the student has "discovered," and the motivation to discover is the basis of inquiry. For purposes of convenience, clarity, and precision, the numerous processes (skills) of inquiry may be organized into three main groups and classified as analytical, integrative, and policy.[1] The analytical mode involves skills largely associated with the social sciences, especially the behavioral sciences -- processes involving taking apart, reducing to components, and studying those components in a variety of settings to arrive at generalizations. The integrative mode involves skills usually related to the historical method -- processes of putting together; synthesizing; studying specific phenomena as they occur in unique, interrelated situations; a single setting examined or reconstructed in its wholeness to arrive at a believable, understandable total picture. The policy mode deals with problems of identification and solution, necessitating the use of some of the most sophisticated cognitive skills -- judging, testing, and evaluating. All three modes are mutually interrelated and supportive and none would be employed to the strict exclusion of the others. Historians employ analytical concepts in their research and sociologists study historical episodes in their unique complexity; both identify problems and values and speculate as to solutions.

The schematic diagram on page 11 is an attempt to explain the functions of the three modes as applied to the study of the concept of revolution in Latin America. It may serve as a model for designing a unit of study around that particular concept. Several such programs might comprise an entire course. The behavioral goals of such a plan would include not just an understanding of the major and related concepts, but improvement in ability to use the processes described in each of the left hand columns. Students will need a variety of material when they are engaged in this kind of historical and social science research. The material for inquiry should include a wide variety of sources: primary materials such as original documents, speeches, and interviews; secondary sources such as several texts which would include different interpretations of an event; direct instruction such as teacher explanation; and simulation-discovery. The role of the teacher, then, will not be an expository one, but rather that of an inquiry guide and resource concerning additional learning materials.

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[1]John V. Michaelis, "An Inquiry-Conceptual Theory of Social Studies Curriculum Planning," Social Education, January 1970, has a brief explanation and functional description of the three major modes of inquiry.

Examples of classroom-tested inquiry exercises will help clarify possible approaches to the use of inquiry in Latin American Studies. The basis of both exercises are concepts which serve as the tools of inquiry. What is important in each of these exercises is not the concepts themselves, but rather the nature of the concepts as tools of inquiry.* The first challenge to the classroom teacher is to interest his students in the people of Latin America. In order to do this, the teacher chose a book which, although it did not deal specifically with Latin America, served as a background for developing a series of hypotheses about the relationship between a colonized people and their colonizers. Albert Memmi's *The Colonizer and the Colonized*, dealing with Algerian-French contacts, has a universal message insofar as relationships between people are concerned. The students were given time to read the book in its entirety, and they were then given the following instructions:

Exercise #1

> Your task is to pick any two groups of people in Latin America (for example, Indian—white, slave—slave owner, patron—worker (hacienda), man—woman, North American—Latin American) and, using your chosen group as a case study, test Memmi's generalizations regarding the oppressor and the oppressed. If you are still not certain as to what Memmi's generalizations or hypotheses are, see the plans below.

Task #1: Read Memmi's *The Colonizer and the Colonized.* Discuss the conclusions, and the means the author used to arrive at them.

Task #2: In a roundtable discussion, with a student acting as secretary for the group, determine and write out in list form Memmi's tentative generalizations.

Task #3: From groups among the Latin American People as suggested in the introduction to these tasks, choose two groups which you think would be characterized by a colonizer—colonized relationship and investigate them further.

Task #4: Begin research, using essential and introductory materials located in the Latin America section in the Resource Center. For additional suggestions, see the teacher.

Task #5: The class will decide the extent of this project as well as time limits.

At the roundtable discussion, the students listed 20 hypotheses which they felt Memmi had supported. A few samples include:

1. The colonized is forced to accept the culture of the colonizer.

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*The two exercises used as examples constitute a major portion of two of the four topics in Four Topics in Latin American History by Everett Egginton and Barbara Fill, EPDA History Institute, Smith College, Northampton, Mass., August, 1969. The first topic is called "The Latin American People."

2. The colonizer groups the colonized, giving the colonized no sense of identity.

3. Racism is used to prevent social, economic, and political mobility.

From the list of hypotheses, the students chose one or more to work with, and the process of inquiry began. The objective was to prove the validity of the hypotheses, to prove them false, or to determine the extent of contradictory evidence that made impossible the proof of the truth or falsity of the hypotheses. The role of the teacher, in addition to providing direction for successful inquiry, was to evaluate the final results and indicate possible weaknesses which might produce unjustifiable conclusions.

Exercise #2

The second example is a sociologically oriented unit called "Race, Class and Identity in Latin America." The approach differed from the earlier example in that each student was free to choose a sociological study from a rather extensive list. Included among the possible choices were Oscar Lewis' works, *Pedro Martinez, Five Families, The Children of Sanchez, La Vida;* Charles Wagley's *Amazon Town;* and Carolina Maria de Jesus' *Child of the Dark.* Since each student was reading a different study, the task of the classroom teacher was to provide motivation and direction for student hypothesis development and testing. Once again, the bases of the exercise were the concepts which served as the tools of inquiry. Because the students were reading different works, a discussion of the data would have been of little value. However, by isolating the major sociological concepts which were relevant to all the works, the students were able to engage in fruitful discussion which led to the development of a series of hypotheses. Some of the concepts discussed were revolution, oppression, social change, culture of poverty, and value systems. Each student was to utilize these major concepts in organizing the data and facts in his study and to derive generalizations or hypotheses from them. Using this approach, each student arrived at his own set of hypotheses from which he chose those which interested him the most and engaged in active inquiry in order to attempt to prove them.

THE LATIN AMERICAN STUDIES COURSE
ALTERNATIVE STRUCTURES

The courses of study described in this section are intended to suggest a few of the many possible ways in which a secondary course on Latin America may be designed. Offered here are not complete course outlines, but rather descriptions and analyses of outlines. They are not intended to be, and cannot be, used in a classroom in their present form. Essentials such as behavioral objectives and content are just described, not stated in complete form. Thus, they should not be considered as model curriculums or syllabuses for imitation, but rather as illustrations of the variety and adaptability of the subject, inviting further refinement and experimentation.

While it would have been possible to suggest courses on regional or country studies, or in history, geography, or political science, the decision was made to avoid reliance upon either content or discipline structure as the major differentiating characteristics of our sample outlines. At the secondary level, a good case can be made against too much specialization in either area or discipline. Therefore, all the courses are really multidisciplinary or cross-disciplinary, and with one exception, general area studies.

The major determinant differentiating these courses is the sometimes stated but always implicit orientation of each course in terms of objectives. Toward what purpose or ends is the course directed, and what is the underlying philosophy of the design? Differences at this level will obviously determine differences in methodology, content, and materials.

THE SURVEY COURSE

Most survey courses are content-oriented. Statements of major ideas, understandings, or residual learnings are often listed as the desired outcomes of the program.

Teachers planning a Latin American survey course at the secondary level should first become conversant with the previous educational experience of the students. The State-recommended social studies program for grade 5 includes a detailed survey of Latin America, structured in simplified form similar to a plan recommended by the Illinois Office of Public Instruction for a standard secondary course on Latin America. Secondary students who have been enrolled in such a course of study at grade 5 should therefore be offered a treatment in much greater depth or, preferably, a course organization other than the survey. In addition, a pretest of previous exposure to Latin American studies might be useful in order to determine whether any of the "residual learnings" held by the students are no longer valid.

The *Illinois Handbook on Latin America for Teachers* has been considered by specialists in this field to offer a good, error-free consensus, reflective college preparatory, secondary level survey course. The understandings or "ideas" listed are supported by extensive lists of specific reading references. Teachers may find the course of study rather difficult and too extensive for use in less than a year's course of study.

An important component of the survey is adequate reference to the role of the United States as something other than the benign neighbor who has dispensed aid. Any course must deal with the events which have produced the anti-United States sentiments expressed in reports from Latin America.

THE INQUIRY COURSE: FOUR TOPICS IN LATIN AMERICAN HISTORY[1]

In choosing an inquiry and process-oriented course, the teacher must accept the fact of "loopholes" in content, choosing instead to direct student attention to related topics or areas of study which would be especially relevant to them and which would serve as ideal settings for the development of a number of previously determined skills and concepts. The essence of this course in inquiry based on student interest. An open-ended approach should be used in order for the general objectives of the inquiry mode to be fulfilled.

There are many objectives which can be developed by the teacher for this course. Except for one example, behaviorally stated cognitive objectives have not been included, since teachers using this approach should develop objectives based on the ability and interest level of the class as well as the teacher's own strengths and weaknesses.

The behavioral outcomes should be quantifiable, and the behavioral changes of course should be the result of student efforts to achieve clearly-stated behavioral objectives.

The process structure of this course employs skills grouped under three major modes of inquiry: analytical, integrative, and policy. (See page 12 for an explanation of these terms.) Of course, in studying any social issue, event, or problem, the investigation cannot be strictly limited to a single mode; all three will be involved to a greater or lesser degree. However, for purposes of instruction, the major mode employed in each exercise or activity should be clearly identified and its processes and functions described.

The single, unifying theme running through all the divisions of the course is the concept of revision. Each section and topic is preceded by a presentation of a traditionally or previously generally accepted interpretation. The inherent nature of the analytical skills and the frequently contradictory sources and interpretations utilized by the students lend themselves quite naturally to this theme. However, the teacher should bear in mind that the reason for this approach is not to produce a student who simply doubts everything he subsequently reads but, rather, to develop a student who thinks carefully and critically about what he reads, especially if it is not supported by evidence.

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[1] This course description and summary outline is based on a course syllabus developed by Everett Egginton and Barbara Gill, *Four Topics in Latin American History: The People, Nation Building, Race Class and Identity, Foreign Policy-U.S.-Latin American Relations,* developed for the EPDA History Institute held at Smith College, Northhampton, Massachusetts during the summer of 1969. Modifications and additions have been made to the original manuscript.

The topics should be approached by the teacher from the stance of the devil's advocate who questions the traditionally accepted viewpoint. On a basic level, the first topic, *The Latin American People*, should demonstrate different manifestations of cultural change based on different attitudes toward institutions such as slavery. On a more sophisticated level, this same topic should provoke continuing thought and a desire to engage in active inquiry into the difference between the nature of race relations in the United States and Latin America.

The second topic, *Nation Building*, may have the effect of presenting the Latin American independence in terms of the concept of oppression rather than liberation. For the masses, independence often meant continued oppression under the guise of independence. At a higher level, this topic should provoke interest in and a desire to understand the nature of power, common misconceptions in history, national misunderstandings and misinterpretations, and the possible futility of armed conflict.

The third topic, *Race, Class and Identity in Latin America*, may have the effect of giving the student the opportunity to experience Latin American class relationships through the eyes of the lowest socio-economic classes. Stating this ability to empathize, which is in essence the general objective of this topic, in behavioral terms is a difficult task: the most reliable measurement of behavioral change would be at the third skill level in the cognitive domain of the taxonomy, application. Lesson plans, including behaviorally stated objectives, of a possible approach to use with this unit are outlined below.

The fourth topic, *Foreign Policy: United States and Latin American Relations*, should develop perception of actions of the United States in Latin America from several viewpoints, especially those of the Latin Americans involved in those actions. As stated in the introduction to this topic, "Our current policy in Latin America, based on a history of economic and political exploitation, is nothing short of suicidal." Unless today's students are permitted to view U.S.-Latin American relations from several perspectives, including those that are highly critical, there can be little hope for their ability to understand the policy problems which continually arise from the past and present nature of our relations. The authors believe that only through wider public exposure to such views can the present counterproductive trends in some aspects of our policies toward Latin America be reversed, and our essential alliance and friendship be maintained. At a higher level, the topic should have the effect of producing an increased awareness of myths and realities in matters of foreign policy and a degree of sophistication in matters of international affairs. The student should leave this unit with a desire to inquire further into the nature of the role of the United States in the Third World.

Example of an Illustrative Assignment

How is the Problem of Identity in Latin America different from that in the United States?

- The particular setting is the case study on Peru.
- This assignment relates to Topic III.

MODES AND PROCESSES	CONCEPTS	SETTING
Analytic (minor) Used here to bring previously developed concepts to the continuing analysis of individual and group identity in this new case study. Integrative (major) Needed to bring together the unique social characteristics of the Quechua peasant in order to be able to understand his "life style" and its problems, and to be better able to empathize. Policy (minor) Identifying, for further reference, the identity problems of the lowest socio-economic class in Latin America today.	Individualism Introversion Rural Functions Class Conflicts 1. Integration 2. Discrimination Alienation 1. Individual 2. Group Traditionalism Pride Illiteracy Communism (social) Fatalism Peasant Values Peasant Attitudes 1. Rules 2. Courts 3. Laws 4. Individual actions Social Change 1. Economic 2. Social 3. Educational 4. Political	The Fictionalized Quechua Indian villagers in Rumi, an altiplano community described in Ciro Alegrias, *Broad and Alien is the World*, trans. by Harriet de Onis.

Speculation as to their relationship to similar problems in the other case studies

Behavioral Objectives: Cognitive, in order of ascending skill

Knowledge

The students:

1. should be able to describe the role of each of the major characters in relation to the plot;

2. should be able to relate the plot of the novel; and

3. should be able to locate the area where the action of the novel took place on a map of Peru.

Comprehension

The students:

4. should be able to describe the role of each of the community leaders in the village used as the setting;

5. should be able to describe the relationship which exists between the Indian and the white man in Peru;

6. should be able to explain the actions and behavior patterns of the Indian as portrayed in the novel on the basis of their cultural heritage; and

7. should be able to identify at least a dozen hypotheses which the author supports and which apply to the Peruvian Quechuan peasant.

Application

The students:

8. should be able to employ the concepts utilized for developing hypotheses concerning the Quechuan to develop related hypotheses for at least three other indigenous groups in Latin America;

9. should be able to apply these dozen hypotheses (see objective 7) to at least three other indigenous groups in Latin America; and

10. should be able to demonstrate that oppression exists between classes in all sectors of Latin American society, and not only between the Quechuan-hacendado exemplified in *El Mundo es ancho y ajeno* by citing at least three examples drawn from other accounts.

Analysis

The students:

11. should be able to identify those parts of *El Mundo* which serve to develop the following concepts, and describe why each selection can be so described:
    - Traditionalism
    - Pride
    - Illiteracy
    - Communism (in the sociological rather than the political sense)
    - Fatalism

Evaluation

The students:

13. should be able to choose relevant concepts and use them as tools in expressing an understanding of the nature of class and race relations;

14. should be able to assess the universality of the hypotheses developed, utilizing any two groups of people characterized by the oppressor - oppressed relationship; and

15. should be able to compare race relations in Latin America and the United States, using as a starting point the relevant concepts applicable in both areas.

Strategies to Appraise Degree to Which Behavioral Objectives in Affective Domain Have Been Met

1. Before beginning each unit of study, the students will be given an assignment taken from a textbook which gives the traditionally accepted exposition of an event dealing with the topic to be studied. The student will then be asked to comment on the reading. The number of students who accept the reading at face value and without question should be noted, as should the number of students who question the validity of the reading.

2. After having finished each unit of study but not necessarily immediately following completion, the students should be given another section of a textbook to read, similar in nature to that previously read and should be asked to comment on it. Student response should again be noted with regard to the number who accept what is written without question or reservation and the number of students who question the validity of the statement. A further notation should be made of the process used to criticize the reading. Hopefully, the students will have picked out certain statements and questioned their origin and validity, or, will have used analysis in their critiques. If the unit's objectives were achieved, many more students would have reservations about the reliability of generalizations or opinions unsupported by evidence, and would have used analytical procedures to demonstrate the author's bias or weakness.

TOPIC I: WHO ARE THE LATIN AMERICAN PEOPLE? AN EXAMINATION OF RACIAL AND CULTURAL BACKGROUNDS IN HISTORIC CONTEXT.

Modes and Processes of Inquiry	Concepts	Suggested Settings
Analytic: all processes as they involve studying the concepts cross-applicable in the suggested settings, but most important: definition contrastive analysis generalization Integrative: all processes as they involve studying the concepts as they appear in unique historical and cultural settings, but most important: definition, refined comparison holistic integration	Acculturation Assimilation Collectivism Civilization Civilized—Uncivilized Mulatto Mestizo Zambo Quadroon Miscegenation Colonial Colonizer Colonized Plantation Fazenda Hacienda Agrarian Industrial Race Social Race Theocracy	Pre-Columbian Indian Societies Iberian Society on the Eve of Discovery Medieval West African Society Race Contact and Race Mixture in the Americas The Institution of Slavery

TOPIC II: HOW HAVE THE FORCES OF CONTINUITY AND CHANGE BOTH HINDERED AND CONTRIBUTED TO THE PROCESS OF NATION BUILDING IN LATIN AMERICA?

Modes and Processes of Inquiry	Concepts	Suggested Settings
Mainly Integrative: involving historic integration: observation classification refined definition comparison holistic integration Analytic: all processes as they apply to examining the concepts developed in the case studies	Nation Nationalism National Identity Legitimacy Historic Continuity and Change Multiple Causation Democracy Dictatorship Constitutionalism Caudillismo Macho Revolution Liberalism Conservatism Adelantado Audiencia Encomendero Independence	Colonial Traditions Independence Movements The Period of Anarchy Case Studies of Emerging National Identity Venezuela Mexico Cuba

TOPIC III: RACE AND IDENTITY — HOW IS THE PROBLEM OF IDENTITY IN LATIN AMERICA DIFFERENT FROM THAT IN THE UNITED STATES?

Modes and Processes of Inquiry	Concepts	Suggested Settings
Analytic: all processes: selective observation classification behavioral definition contrastive analysis generalization Integrative: only when involved in each individual case study Policy: only when attempting to identify specific and general problems and speculation as to their solutions	Identity Ethnic group Ethnocentricity Ideology Racism Paternalism Pluralism Individualism Introversion Alienation Class Conflict Traditionalism Pride Illiteracy Fatalism Values Attitudes Social Change	In the early stages, those settings most illustrative of the concept. Case studies in problems of race and class as related to individual and group identity: Brazil Peru United States

TOPIC IV: AS SEEN FROM VARYING PERSPECTIVES, WHAT ARE THE MAJOR PROBLEMS ARISING IN UNITED STATES-LATIN AMERICAN RELATIONS, AND HOW MIGHT THESE PROBLEMS BE RESOLVED?

Modes and Processes of Inquiry	Concepts	Suggested Settings
Analytical and Integrative: as they apply to studying the concepts in a variety of situations or in examining a particular historic event Policy (major mode) defining problems identifying values identifying relevant information generating trial solutions testing solutions	Foreign Policy Cross-cultural Communication National Interest Political Power Economic Power Exploitation Tariff Industrialization Monoculture Militarism Imperialism Intervention Sphere of Influence Balance of Trade Manifest Destiny Expansionism Good-Neighbor Open Door Protocol Diplomacy National Sovereignty	Sources of Mutual Distrust Cultural Differences Historic Areas of Conflict The Problem of Continental Security The Problem of Economic Development ..... Specific policies such as: Monroe Doctrine Roosevelt Corollary Good-Neighbor Alliance for Progress Application of Policies Selected Case Studies

INTRODUCING LATIN AMERICA TO THE LESS ACADEMICALLY ORIENTED

Students who show little inclination for in depth reading concerning Latin America will, nonetheless, share equally with their more academically-minded peers the satisfactions or concerns posed by United States-Latin American relations. Furthermore, Latin American cultures offer opportunity to focus on people in understandable and self-identifiable situations, thus enabling the student to see himself in others and others in himself. Such an opportunity for positive self-perception is an important ingredient of curriculum designed for those with a past record of low academic achievement and the usual consequent negative self-concept. A course of study structured specifically to meet the needs of this group must be modified in the directions of the interests and learning styles of the less academically oriented student.

Reading level is usually considered in selection of material; relevance to the interests and perceptions of the students is sometimes forgotten. Inquiry centered on such universal concerns of young people as love and marriage, effects of change, relations between ethnic groups, and social and spiritual aspirations has been considered more effective than a less personal analysis of regional development. Such a focus upon people, however, does not preclude requiring students to deal with intellectually complex and demanding tasks. The processes of inquiry which include data gathering, evidence assessment, posing and testing of hypotheses, discovering of relationships, and drawing of conclusions are not the exclusive province of the academically motivated, and can challenge and motivate all students.

The course proposed in this structure is divided into five sections, each dealing with a particular theme or topic. This provides the student with a simple conceptual framework with which to structure his study not only of Latin America but also of other world culture areas, permitting cross-cultural analysis. Within each section are individual studies which may be presented through an episode, vignette, or photo essay designed to illustrate a concept or a problem in intensely human and personal (thus self-identifiable) terms. Significant questions or series of questions may thus be identified for further analysis and discussion. This introduction may be followed by an expository or background piece containing information to further clarify the central issue. Following the reading or presentation, a series of purposely simple multiple-choice questions will enable the students to check on their comprehension of basic information in the study. Finally, the central question, or questions, is identified and posed for class discussion.

Students with severe reading difficulties may skip the expository section, answer only a few of the checked questions, and then join the more important discussion. If student interest is extremely high, more or different materials may be brought in for student consideration, and the exploration of the question may continue at greater length. If it is not, the study may be quickly passed over or dropped at any point.

"Many, although not all, of the studies deal with highly controversial themes. No attempt has been made to avoid or gloss over unpleasant or uncomfortable issues or evidence. Rather a definite attempt has been made to present all sides of a controversy in order that the students may form

their own opinions."* Reading selections considered irreverent or unpatriotic may be challenged with additional evidence to test the validity of the selection in question.

(*In Jamieson, Alfred, *Teacher's Guide to Latin America*, page 7. Field Educational Publications, Inc. Copyright 1969.)

If students are not able to agree on answers to the questions or resolve the issues, the teacher should resist the impulse to do this for them. Dealing with unresolvable issues increases the real life quality of the materials used.

BEHAVIORAL OBJECTIVES

Behaviorial objectives for this course structuring should provide for:

- measurable improvement in social inquiry skills, understanding of applicable social studies concepts with less emphasis upon terminology and sophisticated labels for processes involved;
- application of universal concepts, and specifically, the conceptual structuring of this course to subsequent studies of other cultures;
- willingness to offer one's own opinion for consideration and evaluation, and to listen and consider thoughtfully the opinions of others (with controversial material convergence of thought may not be desirable or possible); and
- development of increased appreciation for the variety of life styles and values of peoples of another culture, as well as of increased empathy for their problems and prospects.

An Illustrative Example

Introductory Study: Impressions of Latin America

In this exercise, which may take one or several class periods, a number of steps are taken to set the stage for the course work to follow. The students and teacher may discuss the rationale for the course (the nature and purpose of inquiry in the social studies, if the students are not already familiar with it) and the utility and advantages of Latin America as a setting for inquiry.

Students should be asked to state their impressions of Latin America. At this point, the conceptual framework may be introduced and the impressions grouped accordingly. They should be carefully recorded and set aside for later comparison. Following this, the students could be presented with a multidimensional, mixed-media view of the subject. Slides, films, tapes or records, photographs, newspaper clippings, cartoons, objects or artifacts, etc. could be presented, examined, and discussed. Selection of these materials should fit the course framework. At the end of this, new impressions may be offered, and problems and issues for further investigation inferred. Culminating exercises might include an examination of previously held stereotypes or misconceptions. Each student (or group, or the class as a whole) might speculate upon a major issue or problem (or ranked series) supporting their selection with the meager evidence presented in this exercise. What kind of further investigation would be required to substantiate or challenge the choice, or aid in solving the problem?

PROPOSED COURSE OUTLINE*

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
Introductory Study: Impressions of Latin America (General Setting)	Mixed media: slides, films, tape, records, photos, news clippings, artifacts, etc.	Inquiry Concept Misconception Stereotype Source Evidence	. The nature and uses of inquiry . The nature and uses of area studies . Stereotypes: formation function, danger . Constructing a conceptual framework for area studies
CONCEPTUAL THEME:	GEOGRAPHIC DETERMINANTS		
City and Village (General Setting)	Photos and slides illustrating contrasts between capital city and rural, isolated villages. Expository reading based on Tannenbaum, *Ten Keys*, pp. 22-23.	Geographic isolation Cultural isolation National identity	The influence of geography on cultural and national development.
Mountains (The Andes, Ecuador)	Photos and slides, diagramatic cross-section. Reading: account of scaling the Andes near latitude zero. Effect of altitude.	Cordillera Mountain sickness	The effects of altitude on climate, land use and health.

*An adaptation of the course of study delineated in *Teacher's Guide to Latin America* (World Studies Inquiry Series) by Alfred Jamieson. Field Educational Publications, Inc. Copyright 1969.

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
Jungle (Amazon Basin)	Photos and slides. Reading: "Railroad of the Dead," an account of building of the Madeira-Mamore Railroad.	Rain forest Engineering Tropical medicine	The effects of geography on the development of transportation and health.
Drought (Northeastern Brazil)	Reading: "Flight From the Backlands," a dramatized account of severe drought in NE. Brazil.	Drought Irrigation	The effects of geography on development and health. The role of government aid.
Latin America in Maps (General Setting)	Maps, slides, transparencies—physical, historical, statistical—and a view from space.	Basic geographic concepts	Map interpretation (Note: This is not a survey. Certain dramatic elements are focused on, and there is some comparative analysis - Latin America and the United States).
CONCEPTUAL THEME:	TRADITIONAL PATTERNS OF LIVING		
The Indians' America (Spanish Conquest, Contemporary Indian Village)	Readings: Capture of the Inca by Pizarro. Some features of Indian civilization; visit to an Indian village today.	Indian Civilization	Meaning of the concept, "civilization." Comparative treatment of Indians by English and U.S. settlers and by Spaniards.

Study Topic	Source/Materials	Concepts	Central Issue, Question, or Problems for Discussion
Land Ownership (Chilean, Fundo)	Reading: "Work Contract for Hired Hands." Photos, charts.	Hacienda Peon (and regional variants)	Effects of inequitable land distribution and inefficient or exploitative land use. The nature of the law of contracts.
Twenty Centuries of Art and Architecture (General Setting)	Photo essay, slides.	Historical change and continuity	Can a society's values be inferred from its art and architecture?
Disruption of Traditional Patterns (Guatemala)	Reading: based on "The Uprooted," Keen, *Readings*.	Social change Revolution of rising expectations	Problems caused by social change and rising expectations.
The Vicos Experiment (Peru)	Reading: based on accounts of Dr. Holmberg's activities at Vicos, Peru. Photos.	Social and economic change	Approaches to self-help programs. Limitations on such programs.
Revolution: Two Kinds (Ecuador and Mexico)	Readings: notice to people and description of a typical coup. Impressions of the occupation of Mexico city by revolutionary soldiers. Photos, slides.	Golpe Revolution Bias	Constructing and testing a model for revolution. Detecting bias in historical sources.

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
CONCEPTUAL THEME: PEOPLE AND IDEAS			
Las Casas' "All Mankind is One" (16th Century Spain)	Reading: based on account of same title, Keen, *Readings*, pp. 91-92. Illustrations.	Civilization "Just War" Black Legend	"Civilization" reconsidered, Is there a natural equality or inequality among men? Implications.
Aleijadinho- "The Little Cripple" (18th Century Brazil)	Photo essay, slides.	Art Communication Caricature	What is art? Can art communicate feelings, even across centuries and cultures?
The Church (Chichicastenango, Guatemala)	Photos and description of religious services.	Religion Conversion Idolatry Superstition Catholicism	What does religion mean to different people? Under what conditions can a basic cultural philosophy be transferred from one people to another?
Race (Contemporary Brazil)	Reading: A racial incident in a barber-shop, photos, map.	Race Class Discrimination	Comparative definitions of race in the U.S. and Latin America. Comparative attitudes, their causes and implications.

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
Government: Personalist rule (19th Century Bolivia)	Readings: Anecdotes of Mariano Melgarejo. Other materials based on Tannenbaum, *Ten Keys*, pp. 153-160 and "The Age of Violence" by Francisco Bilbao in Keen, *Readings*, pp. 260-262.	Caudillo Republic Constitutionalism Personalism Democracy Dictatorship	Differentiating between form and reality in government. Constructing models. Advantages and disadvantages of dictatorship and responsible government.
The Family (19th Century Venezuela)	Reading: President Paez meets the bandit, Cisneros. Other materials based on Adams, et. al., *Social Change*, pp. 33-34.	Family Extended Family Compadrazgo	Comparative family structure. Advantages and disadvantages of close family ties.
CONCEPTUAL THEME: CHANGING PATTERNS OF LIVING			
A Trans-Pacific Contact, 3000 B.C. (Ecuador, Japan)	Photos, slides, maps. Class problem in archeology based on photos of archeological evidence.	Archaeology Culture trait Independent development Borrowing	"Civilization" reconsidered, borrowing vs. independent development. How much of each in "our" civilization?
Simon Bolívar, The Liberator (Venezuela - Colombia)	Readings: Crossing the Andes, defeat of the Spanish, ultimate tragedy.	Internationalism Independence	The influence of the individual upon history and vice versa.

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
Carlos Finlay (19th Century Cuba)	Reading: Discovering the cause of yellow fever; two versions.	Tropical Medicine	The question of historical recognition, or lack of it.
The Poet in Latin America (Early 20th Century U.S. and Latin America)	Readings: (based on newspaper accounts) the funeral of Amado Nervo. Death notices of Steven Vincent Benet and J.P. Morgan.	Poetry Status Materialism Civilization	"Civilization" reconsidered. Implied cultural values.
Che Guevara: Guerrilla Warfare (Contemporary Cuba and Bolivia)	Readings: simplified excerpts from *Reminiscences*, *Bolivian Diary* and accounts of his capture and death.	Revolution Guerrilla War	Constructing and testing a model: Conditions necessary for successful guerrilla war. Principal characteristics. Cause for failure. Prospects.
CONCEPTUAL THEME: PROBLEMS AND ISSUES TODAY			
Population Growth, Hunger and Land Reform (General Setting)	Charts and graphs, maps, short reading.	Population explosion Starvation Malnutrition Birth Control Land Reform	Implications of the various aspects of the problem for both Latin America and the world. Policy considerations.

Study Topic	Source/Material	Concepts	Central Issue, Question, or Problem for Discussion
Urban Poverty (A Rio favela setting)	Reading: excerpts from Carolina Maria de Jesus, *Child of the Dark*. Photos, slides.	Urbanization Favela (and regional variants)	Implications of the problems in the U.S. Countries without growing slums. Policy considerations.
U.S. Intervention (Several possible settings)	Readings: several possible. Slides: several possible.	Intervention Sphere of influence Imperialism Nationalism Communism	Upon what considerations should a nation's foreign policy be based? Rhetoric and reality in foreign policy. Anti-U.S. sentiment in Latin America.
Government by Torture, Opposition by Terrorism (Contemporary Brazil)	Readings: several recent personal accounts - torture, kidnapping, bombing.	Repression Terrorism Urban guerrillas	Under what conditions is violence justified? Does the end ever justify the means? Implications for Latin America and the U.S.
Two Paths to Social Justice Evolutionary Reform or Radical Revolution (Uruguay and Cuba)	Readings: accounts of Uruguay's evolution under Batlle, and revolutionary Cuba. Photo essays.	Reform Revolution Social Justice Democracy Totalitarianism Political prisoner	What are the advantages and disadvantages of the two paths? What conditions are necessary for each? Implications for Latin America and the U.S. Policy considerations.
Culminating Exercise (General Setting)	Class discussion.	Same as those in Introductory Study	Same as those in Introductory Study

DEVELOPING TEACHER-AND STUDENT-PRODUCED MATERIALS

The relative scarcity of accurate and inquiry-oriented curriculum materials on Latin America at the secondary level necessitates inclusion of a section on locally produced materials. Teachers and students who are concerned with specific educational objectives and have designed courses of study to meet their own needs rather than to accommodate to available textbooks have been increasingly forced into roles of designers, producers, and evaluators of curriculum materials.

Although, for many, this has been a reluctant step, in view of the limited time and resources available, the advantages soon become so apparent as to outweigh the inconvenience. In the first place, the teacher or students gain greater freedom, flexibility, preciseness, and control in the designing of their own courses. Course objectives are freed from the practical restraints of being designed to fit what is "available," and can assume their proper role as a primary consideration. Then, too, the ready availability of a classroom for immediate tryout, evaluation, and modification if necessary, in the light of the behavioral objectives, is an advantage most commercial publishers lack. They may field test their products but cannot "field produce" them.

Finally, one of the greatest advantages is the freedom from the arbitrary and market-dictated limitations of the commercial producer. Those with experience in writing or preparing educational materials for such publishers soon become aware of the need to mute carefully or to gloss over those issues that may conflict with regional or national values or mythologies. A study of race relations in Brazil, using slides, dramatized encounters, and excerpts from fictional or sociological works, would result in the development by students of concepts which might produce sharp and even unfavorable contrasts when applied to race relations in the United States. A classroom-developed simulation of problem solving by an underdeveloped Caribbean nation within the United States sphere of influence, might produce attitudinal shifts among students toward greater acceptance of radical revolutionary solutions to such problems. Publishers are understandibly reluctant to undertake the financial risk involved in introducing materials that are controversial or involve innovative approaches that can be handled only by teachers with special or advanced training. There is a tendency to stick to so-called teacher-proof materials.

The teacher or student producer does not have to worry about the problems or marketability in other sections of the country or editorial censorship to preserve the status quo. He is as free to raise controversial issues as his own sense of ethics and state and local restrictions permits. He is not bound by the need to show a profit and so may experiment with radically new approaches or content that may be of significance only locally or for a short duration of time. The resulting materials, usually cheap to produce, can be readily revised or even discarded as needs and conditions change.

Creativity and originality must be the bases of self-produced materials if they are to be successful in developing a concept or supporting a

generalization. When a conceptual, inquiry-oriented approach is used for the teaching of a prescribed unit, the teacher should organize his materials so that the student can make the greatest possible use of them. A likely organizational means is the Learning Activities Package, or LAP.* A successful LAP might be used for a particular concept relevant to a prescribed topic. The LAP should include the objectives of the unit stated in behavioral terms. They should be thus so that the student knows what actions he should be able to perform after completing the unit. The inclusion of affective or value objectives is just as important as the more obvious cognitive objectives. In addition to the behavioral objectives, the LAP should include several suggested approaches to using the specific concept as a tool of inquiry in an effort to develop generalizations. The suggested approaches should include different content areas so that the student may choose that area which would interest him the most. The suggested approaches should also include a variety of learning activities such as simulation-discovery exercises, slide packets, location of relevant exhibits, and various readings, as well as a list of available experts in the field who could be interviewed.

Artifacts can be used very effectively as a learning device. The following is an example involving the use of original artifacts found by a high school student in the ruins of Monte Alban while on a visit to Mexico. The artifacts were from the Zapotec civilization. A methodology, which might be used with any set artifacts, was used successfully with these. The artifacts were placed on a table, and the students were told only that they were taken from the area of Monte Alban, the location of the Zapotecan civilization. The students followed this procedure:

1. They viewed the artifacts very carefully.

2. Each wrote down his specific observations concerning the artifacts.

3. The class divided into groups of no more than eight students per group, and each group developed hypotheses based on the observations of the students within the group.

4. The groups reconvened in a general session, and presented their lists of hypotheses to the class.

5. The class then ranked the lists of hypotheses according to criteria based on the universality of the hypotheses, listing them from the most universal to the most provincial.

6. From the ranked list of hypotheses, each student chose one or two and started to gather evidence of support.

7. At the end of the research period, each student reported his findings to the class.

*This term is borrowed from materials developed at the University of Pittsburgh.

The following behavioral objectives were established at the beginning of the exercise:

1. Given the artifacts of the Zapotecan civilization and no other source from which to gather information, the student should be able to list at least a dozen concrete and specific observations about the artifacts.

2. Given the concrete and specific observations about the artifacts stated above and having no other source from which to gather information, the student should be able to list at least five hypotheses or tentative generalizations.

3. Given the hypotheses developed by the student and a Learning Activities Package to guide the student's inquiry, the student should be able to determine for himself:

   - the validity of the hypotheses
   - the adequacy of the evidence for making judgments of validity

The students developed an impressive number of hypotheses and were motivated for further inquiry because they were eager to know whether or not their hypotheses were valid.

Since artifacts are not available to all teachers, alternative approaches can successfully be used following the same pattern. For example, if a classroom teacher has access to a book on Latin American art such as Leopold Castedo's *A History of Latin American Art and Architecture*, the pictures can be substituted for artifacts, and the exercise should prove as successful as the one described above. This approach might be used, also, to make field trips to museums particularly meaningful to the student.

The concept package can be developed by either the teacher or the student, and can be an effective inductive learning tool. A concept package is nothing more than a series of slides which suggest the existence of a certain phenomenon. In Latin America, the existence of a small but powerful upper class is often referred to in contrast to the huge but politically weak lower class. The concept of scarcity is relevant to both classes and can be used as an effective analytical tool to determine the needs and aspirations of both groups. When a student views a series of slides which contrast magnificent wealth with abject poverty, an impression will be made. As he views the slides, he might list what he perceives to be the needs and desires of both classes. He will conclude that the needs of the poverty-stricken are simple: food, clothing, and shelter; on the other hand, the needs of the rich are much more complex: luxuries, land, political power, for example. The student has begun to analyze the classes using as his tool of inquiry the concept of scarcity: unlimited wants with limited resources. The teacher can develop these concept packages for a number of concepts as a means of promoting student use of the tools of inquiry.

The first consideration in the production of learning materials is to determine need: Does the teacher or the student have clearly stated objectives that cannot be effectively realized using available commercial materials? These objectives should be phrased in terms of change in student per-

formance that can be anticipated as a result of the tasks he does in the learning activity. The nature, content, and form of the new materials can then be more logically determined. For example, if increased appreciation for and ability to understand artistic symbolism as a form of communication in Latin America is an objective, the inquiry process would probably involve the development of a variety of skills in both the analytic and integrative modes. Concepts to be developed in addition to symbolism and communication might include various concepts symbolized by the cue material and such additional concepts as cultural relativity. The illustrative setting, or content, might be the epic codices of the Mixtec culture; for example, the Legend of Eight Deer. The most logical form of presentation would be through slides. By projecting slides and asking appropriate questions, the teacher or student would involve the class in such processes as observing, classifying, defining, comparing and contrasting, integrating, generalizing, and inferring until the stage would be reached in which the class was "reading" the hieroglyphs. Other questions would undoubtedly be raised at this point concerning the events and ceremonies illustrated and the cultural values implied by them.

Tasks could be devised to provide for evaluation of the materials for use at various cognitive levels as well as for measurement of student proficiency. Identification of common symbols, "reading" an episode from a different codex, inferring cultural characteristics, supporting these inferences with evidence drawn from the slides, and attempting to verify or challenge them with evidence from other sources are examples of appropriate evaluation activities. In the affective domain, heightened sensitivity and appreciation for the use of symbolism might be measured with simple "before and after" devices. Students might be asked to use pencil and paper to express some concept such as death, love, God, or war. Any increase in preference for symbolism over literal description should be noted. Another procedure might simply involve exposing the class to one of the "symbolically loaded" works of one of the Mexican muralists such as Orozco's "Latin America" in a completely free and unstructured situation and noting class reactions before and after involvement in various learning strategies.

With the unit of study planned "on paper," including behavioral objectives, modes of inquiry, processes and concepts, evaluative devices, and finally content and form, the next step is actual manufacture. In addition to the use of equipment for duplicating the printed word, there should be provision for reproducing sound by tape recorder/players and for producing visual images through such devices as overhead projection transparencies and slides.

For custom- made overhead transparencies, a school may be equipped with black and white (xerox or heat-sensitive type) or color (diazo type) transparency reproduction machines and special film. If not, the teacher must resort to handmade transparencies. The materials necessary, including transparent inks, acetate sheets, hinges, and mounts, are very inexpensive and can often be obtained from local art and craft or audiovisual supply houses.*

*Two firms which specialize in these materials are A-V Communications, Inc. 159 Verdi Street, Farmingdale, New York 11735, and Chart-Pak, Inc., One River Road, Leeds, Massachusetts 01053. The two catalogues complement rather than duplicate each other

Students and teachers may wish to produce custom-made slides or to reproduce various visual materials for slide projection. Useful for this purpose, is a simple-to-operate camera that may be placed in a stand equipped with a closeup lens and light reflectors. Presently, one major producer of photographic equipment has on the market a kit designed for this purpose. With persistence and imagination, almost any topic on Latin America can be visually developed, but particularly appropriate areas for such treatment are physical geography, art and architecture, and current scenes and events.

More sophisticated media production such as film and video tape are still beyond the means of many schools. However, custom-made intermediated or mixed-media productions may be arranged which incorporate both commercial and custom-made materials in original combinations. The range of possible content, form, and variety of combination is almost unlimited. Both carefully structured and randomly inpressionistic mixed-media productions employing tape, overhead, slide, and film, used in sequence or simultaneously, can be developed and staged. The only requirements are simple equipment, students' and teachers' own creativity, and a willingness to depart from the narrow limitations of commercial and "safe" materials.

SIMULATION AND LATIN AMERICAN STUDIES

WHY USE SIMULATION?

Simulation games are not new to education, nor can they really be considered an educational reform. However, simulation games may be considered as an educational method which, if properly handled, may go far toward solving many of the problems associated with schools. For example, simulation games have the capacity to alter the authoritarian structure of the teacher-student relationship and to promote self-discipline among the students. Simulation games also lend themselves to a nongraded structure insofar as interest in a specific simulation will not be restricted to any one grade. Simulations have the capacity to bring students together in a cooperative effort to solve a problem, thus promoting teamwork and cooperation. Certain types of simulation games may provide the avenue by which a school can effectively relate to the community as a whole. In addition, if participation in a simulation game is based on interest in the problem or conflict being simulated, motivation should be high and the problems associated with alienation and relevance should be reduced. A simulation exercise may demand many or few participants in a variety of roles. What each participant takes away from a simulation in the form of increased knowledge or skills should be limited only by the individual's own ability. In other words, simulation games can provide the means by which all participants can achieve to the level of their ability.

Simulation games do make new demands on teachers, but the new behavior demanded of teachers through simulation should bring the teacher closer to the student in a learning environment. The teacher, within the context of a simulation game, can see himself and be perceived by others as a catalyst, an encourager, a facilitator, a person who understands, a resource person, a participant, an evaluator and, most importantly, a fellow learner in pursuit of truth and understanding.

Simulation games played without the constraints of the traditional classrooms have many of the same characteristics as the informal classroom. Yet, they can and should provide evidence of learning and/or intellectual growth. This of course will depend on the simulation game, but any simulation should include specific educational objectives, cognitive and affective, and the means to evaluate whether or not they have been achieved.

SOME GENERAL GUIDELINES IN DESIGNING SIMULATIONS

Simulation games can help to fulfill a function of the social studies in that they can provide a means by which reality may be presented in a completely objective way. Of course, simulation games may be constructed or organized to guide the participants toward predetermined conclusions and, consequently, might constitute nothing more than moralistic indoctrination. When designing a simulation game, the designer must make an effort to create models which are realistic in order that the participant will not be constrained by others' values; the participants may thus act according to the

situation being simulated as he perceives it. Simulation games which are of educational merit in the social studies classroom usually imitate reality to the extent that the participants fully recognize what is being simulated, while at the same time the model is simple enough so that the game can be played.

Useful guidelines in designing a simulation game include:

- Identify the objectives. The objectives might be cognitive or affective or both, but by identifying them one can usually determine what type of simulation game would be appropriate. The objectives might be to teach certain concepts, to create a feeling of empathy, or to understand the complexities of decision making.

- Construct a simple model. The model should be simple enough to be manipulative, but at the same time not so simple as to lose significance.

- Identify the participants. The participants may be single actors or they might be teams. The number of participants involved should be sufficient to clearly demonstrate or represent the model, while at the same time meeting the needs of the class (if it is a preestablished class which determines who the actors are).

- Identify the bargaining resources. What is the basis for the power or influence that each participant wields, and what concessions might be made? Two of the power resources most frequently used are votes and money.

- Define each actor's specific objectives. Examples of specific actors' objectives might be: to get elected, to increase the Gross National Product, to get a road or sewer built, and/or to resolve a conflict.

- Rules or limits to permissible behavior. Limits must be set on what constitutes permissible behavior in much the same way that there are limits or constraints which determine permissible behavior in real life. The limits imposed would usually involve time constraints, economic constraints, and political constraints as well as constraints imposed by the culture being simulated.

- Scenario construction. It is often helpful to have a scenario which describes the context or setting which constitutes the model of the simulation. The purpose of the scenario is to set the stage.[1]

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[1] Adapted from Nesbitt, W.A., *Simulation Games for the Social Studies Classroom*, pp. 1-12.

- Evaluation of the experience. It is through the debriefing process that the participants analyze the reasons for their actions and get a clear picture of the parameters possible in such decision making. In order to meet the objectives set in using the simulation, an adequate debriefing experience must be provided.

SUGGESTIONS ON THE DESIGN OF A SIMULATION GAME: DECISION MAKING IN THE LATIN AMERICAN VILLAGE

The following table and notes do no more than suggest to the teacher devising a simulation game steps which, if taken, might facilitate his efforts and result in a meaningful learning experience for his students. Although these suggestions make reference to a simulation game on decision making in a Latin American village, the suggestions can apply to any setting within Latin American Studies such as international relations, politics and political parties, revolution and Latin America, political integration in Latin America, or any others.

For all participants:

- A description of the universe, locale, or setting, in which the simulation is to take place.

  "San Pedro is a farming town with roots extending as far back as independence and with...."

  The designer ought to remember such things as population, median income, principle means of livelihood, prevalent political attitudes, and major historical events to be included in a description of the setting.

- A description of the institutions and/or offices which comprise the setting; e.g., political, economic, and social.

  "San Pedro has an active parish, which is responsible for administering a private primary school and which.... In addition, there is a credit cooperative...."

  The designer ought to remember that the institutions and/or offices comprise the pieces the sum of which constitutes the setting which has already been described above. The designer also ought to remember that these institutional descriptions bring the description of the setting or universe which ought to reflect on the past or present and set the stage for the simulation. The designer also should enumerate the bargaining resources which each of the institutions or offices described possesses.

  "The Church is the wealthiest institution in San Pedro. It owns 800 hectares of the best farming land in the region, which.... Also, the municipal council has the power to expropriate the land on which a squatter community on the outskirts of San Pedro has recently been constructed, and...."

- A scenario of a crisis, or problem, or other event which will affect the community. For example, a scenario might describe some local consequences of a coup d'etat which has occurred in the capital city.

  > "After the recent golpe in Ciudad San Martin, the president of the municipal council and the rest of the Junta were forced to leave San Pedro leaving no one in charge of the local government. Immediately, all political factions began...."

  Another scenario might describe the reactions of a group of peasants who just found out that the president of the cooperative has embezzled all their savings. Another scenario might describe certain consequences of a decision on the part of the municipal council to build a new school, with the matter finally being put before the residents of San Pedro for a final decision. A further example might describe the consequences of a group of peasants being unwilling to change their agricultural techniques or a group of mothers being unwilling to utilize sanitary cooking techniques even after being advised by government extension agents.

- A description of the dimensions of the problem. The dimensions or limits of the problem ought to be made fairly explicit in the scenario itself. For example, in the above scenario which begins to describe the local consequences of a coup d'etat, the degree of impact which this has on San Pedro ought to be very clear in terms of such things as the number of people affected, how these people were affected and the specific problems which have resulted and consequently must be confronted. The reason for establishing limits is to retain a means by which the learning situation can be monitored and evaluated.

- The *do's* and *don'ts* ought to be specifically outlined. Even after the universe or setting and the institutions have been described, there will still be a need to establish specific rules governing the play. These rules, the *do's* and *don'ts*, really constitute the managerial power which the teacher/designer has over the direction of the game. There will be two different levels of rules: the logistical *do's* and *don'ts* which will be determined by number of students, size of classroom, resources, time, and prior background; and the problematical *do's* and *don'ts* which will emerge from the setting, the institutions, and the scenario of each game. The resolution of a crisis or a solution to a problem within a certain period of time might constitute a logistical *do*, whereas a refusal to confront an issue described in a particular scenario might constitute a problematical *don't*.

For the individual player:

- Description of the player's role. If the universe or setting and its institutions and offices are adequately described, and the scenario outlining the problem is sufficiently clear, a description

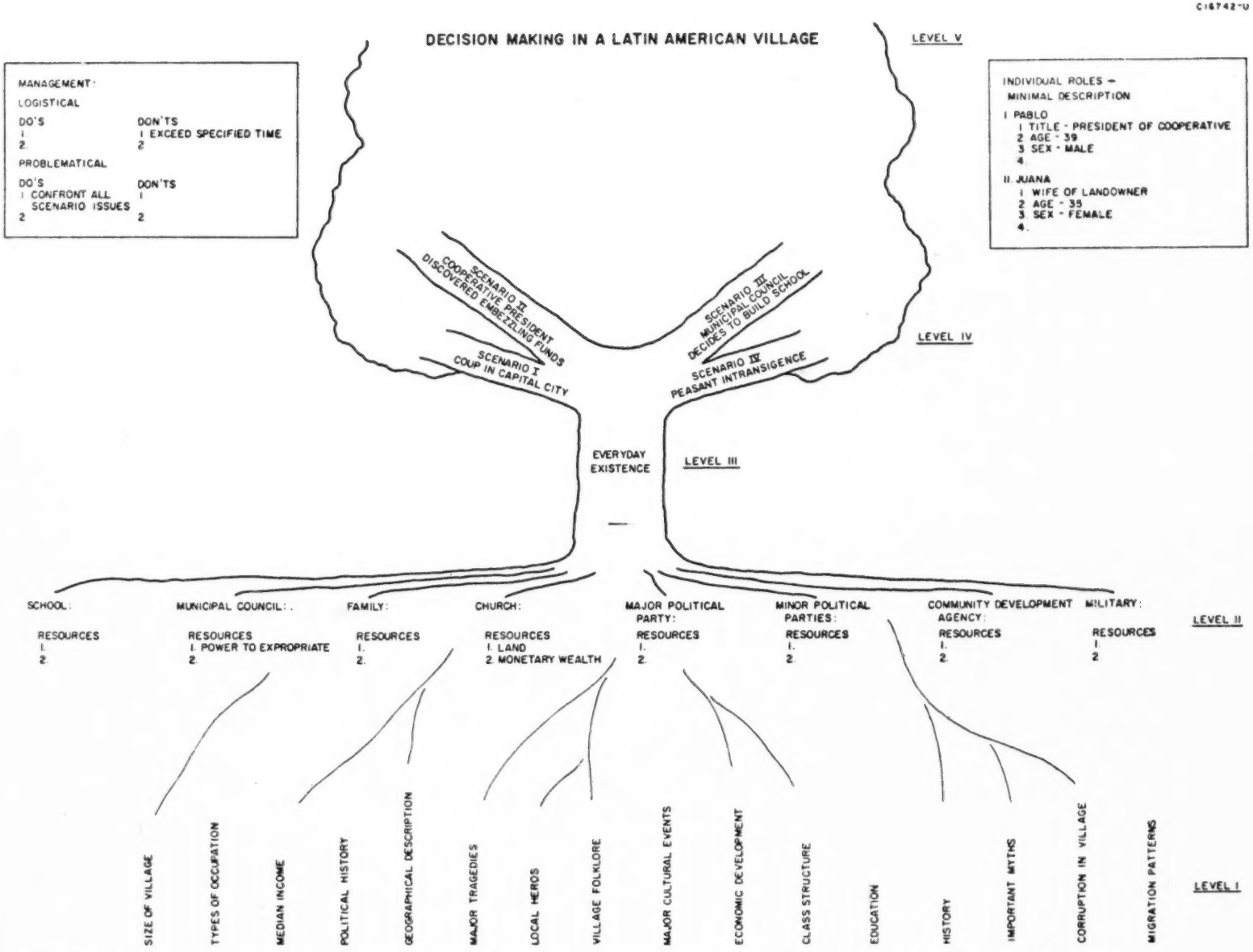
of the player's role beyond perhaps his age, sex, and title ought to be unnecessary. It is a belief of this author that the more norrowly a student's role is described within a simulation game, the further away he actually is from true empathy with that role and the less the carryover value he gets from having participated in the simulation. An example of what ought to be a sufficient description of an individual's role is: "Pablo is the president of the credit cooperative in San Pedro," or "Juana is the wife of a large landowner." One good thing about simulation games is that they permit the participants to be themselves while, at the same time, they are assuming the roles of others. Their decisions ought to be based on their own judgments, influenced only by the setting or universe previously described and the scenario describing the problem or crisis. The only instructions to the players might be to define their own roles and explain their roles to the other participants.

On page 44 is a conceptual schema which portrays in graphic form the steps described above. Levels I and II, the roots of the simulation game, might be used for more than one session; i.e., the resolution of the problem presented in more than one scenarios. Level III, the trunk of the tree, represents everyday existence in the life of the village. Level IV, the major branches, represents the emergence of problems, crises, or events which disrupt or somehow have an impact on the normal life of the village. And Level V, the foliage, represents the resolutions or solutions to the dilemmas and problems presented in the scenarios.

Teachers interested in other simulation games with a Latin American setting are referred to two articles in Journal of Geography, Volume 70, #8, November 1971:

The Subsistence Agriculture Game: Simulation of Central American Farming In The College Classroom, by T. L. Martinson, pp. 483-486.

Operational Games For Geographers, by B. W. Blouet and Donald Buckwalter, pp. 487-491.



Prepared by the author in collaboration with Wyn Courtney and Stuart Sandow of the Educational Policy Research Center, Syracuse, New York.

The following brief list of reading references concerning life in a Latin American village may be used by the teacher/designer to glean information to describe an appropriate setting, including detailed descriptions of its institutions with their likely bargaining resources, and construct scenarios of problems, dilemmas, and/or tragedies which, indeed, have been known to occur in Latin American villages. Teachers are encouraged to explore settings or possibilities other than the Latin American village as the context in which a simulation game can be used.

BIBLIOGRAPHY: LATIN AMERICAN STUDIES

Jamieson, Alfred, ed. *A Selective Annotated Guide to Materials on Latin America Suitable for Use at the Secondary School Level.* Albany. The Center for International Programs and Comparative Studies. 1970.

This bibliography contains several references which deal with village life in Latin America. There is a section in this bibliography which deals with minority studies, and most of these references contain insights into the problems of village life in Latin America. In addition to the innumerable reading references on Latin American village life listed in this bibliography, the teacher will also be able to locate appropriate filmstrips and slides, posters, prints, records, and many other multimedia materials which could very conceivably prove invaluable in the design of a simulation game. This bibliography ought to be helpful to a teacher devising a simulation game in any area within the context of Latin American Studies.

SPECIFIC REFERENCES TO VILLAGE LIFE IN LATIN AMERICA: SELECTIVE

Adams, R.N. "The Community in Latin America: A Changing Myth." *The Centennial Review.* June 3, 1962. pp. 409-434.

____ et. al. *Social Change in Latin America Today.* New York. Random House. 1960.

A basic theme in this book concerns changing attitudes in Latin America. It is particularly appropriate for a simulation exercise in that it describes the forces which are brought to bear on attitudes, and these descriptions are presented in very short sections, almost like vignettes.

Frank, A.G. "Urban Poverty in Latin America." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Heath, D.B. and Adams, R.N., eds. *Contemporary Cultures and Societies of Latin America.* New York. Random House. 1965.

This is an anthropological reader which explores the kinds of societies which have developed and are developing today in Latin America. Useful source for teachers.

Horowitz, I.L. "Masses in Latin America." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Huizer, Gerrit. "Peasant Organization in Agrarian Reform in Mexico." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Lewis, Oscar. *The Children of Sanchez.* New York. Random House. 1961.

____. "The Culture of Poverty." *Scientific American.* Vol. 215, No. 4. 1966. pp. 19-25.

____. *Five Families: Mexican Case Studies in the Culture of Poverty.* New York. Basic Books. 1959.

____. *A Study of Slum Culture: Backgrounds for LaVida.* New York. Random House. 1966.

____. *LaVida: A Puerto Rican Family in the Culture of Poverty.* New York. Random House. 1966.

Peattie, Lisa. *The View from the Barrio.* Ann Arbor. University of Michigan Press. 1968.

Redfield, Robert. *A Village that Chose Progress.* Chicago. The University of Chicago Press. 1964.
The original study of Chan Kom, an Indian village in Yucatan, Mexico, was done in 1931. In this follow-up study, Robert Redfield describes the changes which had taken place.

Restrepo, C.T. "Social Change and Rural Violence in Colombia." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Roberts, Bryan. "The Social Organization of Low-Income Families." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Stavenhagen, Rudolfo. "Classes, Colonialism, and Acculturation." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Stycos, J.M. *Children of the Barriada.* New York. Grossman. 1970.

Tannenbaum, Frank. *Ten Keys to Latin America.* New York. Random House. 1960.
Several sections of this book provide valuable insights into village life in Latin America. Very readable.

Victoria, N.A. "Mass and Class in the Origins of the Cuban Revolution." *Masses in Latin America.* I.L. Horowitz, ed. New York. Oxford University Press. 1970.

Womack, John. *Zapata and the Mexican Revolution.* New York. Random House. 1968.
A persistent theme in this book is the unwillingness of the villagers in Mexico to give up their villages and towns where they had grown up.

STUDIES IN COMPARATIVE INSTITUTIONS: SLAVERY IN THE UNITED STATES AND LATIN AMERICA

An analysis and comparison of the evolution of slavery in Latin America and the United States is a useful means of understanding the nature of present-day race relations in both areas.

Those who study Latin America soon become aware that there are pronounced differences in the racial attitudes of Latin Americans and North Americans. Even the concept of race itself has very different meanings and implications in the two cultures. Most striking to North Americans, for whom it represents a greater problem, is the difference in black-white relations. While it is not true that discrimination based on race does not exist in Latin America, it is to be noted that where some discrimination may exist, it is of such a different and less severe form that Latin American societies today do not suffer from the serious problems of racial conflict that are threatening ours.

Since most blacks brought as slaves to the New World came from the same areas of Africa, differences in race relations today would seem to be due to differences in the Iberian and Anglo-Saxon societies into which the slaves were introduced. Among the most obvious of these differences were those involving the institution of slavery. A comparative study of this institution in the Americas might hold the key to explaining such striking social phenomena as the persistence of West African culture among Latin American blacks as contrasted with the almost total absence of such evidence among those in the United States. Such a study might also help the students in understanding the causes of racial problems in our society today.

The two papers that follow deal with the comparative study of the institution of slavery. The first by Rafael L. Cortada, associate provost at the Federal City College in Washington, D.C. and specialist in the black experience in Latin America, examines the conflicting interpretations surrounding the comparative study of slavery. The bibliographic portion has been reduced from 106 to 15 titles; those referred to in essay and the more basic works in English. The second is a brief description of one teacher's strategy in introducing a comparative study, using Frank Tannenbaum's *Slave and Citizen* in a high school classroom.

How might one utilize the comparative approach in a study of slavery? A likely means would be to use concepts as tools of inquiry. A case study of the use of concepts in a comparative approach to the study of slavery will help to clarify this.

After the initial reading of Frank Tannenbaum's *Slave and Citizen*, (Vintage Books, 1946) the students were asked to isolate all the concepts which they felt would be useful as tools of inquiry for a greater understanding of slavery in Latin America and the United States. The following concepts were singled out:

- miscegenation
- discrimination
- exploitation
- acculturation
- assimilation
- heritage
- manumission
- abolition
- attitudes
- tribalization

A discussion of each of the concepts helped to determine how they were to be used as instruments of classification. The students then were asked to organize the data in *Slave and Citizen* according to these concepts which they had identified. For example, using the concept of exploitation, the following list includes data from *Slave and Citizen* which were classified under the concept of exploitation by a Latin American Studies class:

- The average life span of a slave in the West Indies was seven years.
- There was an average financial profit of 30 percent on each slave in the West Indies.
- The demand for slaves turned the black men of Africa against each other for money.
- The Middle Passage resulted in the death of from 25 percent to 30 percent of those Negroes obtained for sale as slaves.

All the concepts previously mentioned were used as instruments of classification, and all the data in *Slave and Citizen* was organized according to those concepts. After this had been done, the students broke up into smaller groups in order to develop the generalizations which seemed to follow the patterns established by the conceptually classified data. The following generalizations were developed by the same Latin American Studies class:

- The slave in Latin America had a moral, legal, and spiritual identity, whereas in the United States, "slave" became synonomous with "Negro."
- Previous slave traditions can provide protection for the slave, but in their absence, the treatment of the slave was left entirely up to the slave owner.
- Excessive resistance to change necessitates violent revolution.
- The easier the manumission process, the faster manumission will occur.

The statement of the generalizations represented the end of the first step of this comparative study of slavery in the United States and Latin America. The generalizations developed by the students represented an invitation to further inquiry. The students' task was to prove the validity of each stated generalization through analysis of a variety of reasons presented in defense of the statement. The task of the teacher was to provide the direction for successful inquiry.

A BIBLIOGRAPHY ON COMPARATIVE SLAVE SYSTEMS: THE UNITED STATES AND THE GREATER WEST INDIES.

By Rafael L. Cortada[1]

The Greater West Indies are characterized by diversity. Great Britain, France, the Netherlands, Denmark, Spain, Portugal and the United States have all had an impact on the development of Caribbean cultures, because of their deep involvement in the slave trade and their colonial interests. Furthermore, variations of the triangular trade[2] enabled Caribbean slaves and produce to enrich areas that were not reliant on a plantation system. Those factors have led scholars to focus on variations that developed among the institutions of slavery established by the different colonial powers.

Frank Tannenbaum and Stanley Elkins started the dialogue. The Tannenbaum-Elkins thesis maintains that the nature of slavery differed in various areas according to the traditions and needs of the enslavers. Thus, several very distinct institutions of slavery emerged in the Caribbean. The variable, determining factors seemed to include the policies of the Church, legal traditions, and the scope of historical racial and cross-cultural contacts. Landforms and demographic balances between Africans, Europeans, Mulattos, Mestizos and Indians might also be considered. Tannenbaum and Elkin maintain, in short, that a variety of influences resulted in a less dehumanizing form of slavery in Luso-Hispanic America, than in the English colonies. As a corollary, Elkins stresses that the uniquely crushing brutality of North American slavery created an emasculated Negro personality akin to the 'Sambo' stereotypes referred to by racists. This corollary, however, has been misinterpreted, and used to support Racist theories.

Herbert Aptheker's *American Negro Slave Revolts* is made all the more plausible by the dehumanization that Elkins describes (and parallels to Nazi concentration camps). Such a repressive climate logically leads to a high level of desperation and resistance. The 'Sambo' personality then becomes, as Elkins implies, a deceptive facade used for survival, while resistance is carried out in subtle ways. Both Frantz Fanon and Cesaire Aimee confirm that the oppressed often develop a high level of identification with the oppresser. To avert annihilation by the most oppressive system of slavery in the

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[1]Reprinted, with abstracted bibliography from *Current Bibliography of African Affairs* (September, 1969).

[2]Eric William, *Capitalism and Slavery*, Chapel Hills University of North Carolina Press, 1954, 51 ff.

Americas, many Afro-Americans obviously displayed real or assumed postures of compliance with the system. Aptheker's work offers the key to the degree to which the compliance was pretended.

Eric Williams' work, *Capitalism and Slavery*, offers a challenge to the Tannenbaum-Elkins thesis. Williams maintains that economic factors were decisive in determining the life patterns of the slaves. By drawing parallels between the experiences of the African and the white indentured servant, Williams even concludes that there were no racial overtones in the slave trade, or in chattel slavery. Here, Williams fails to account for court decisions and legislation in Maryland and Virginia in the 1660's that drew sharp distinctions between servile whites and Africans. Racial overtones became evident in North American slavery, at this time, and created sharp contrasts with the institution as it existed in Latin ruled areas. By ignoring these differences to stress the economic motivation, Eric Williams overlooks the institutional variations between systems of slavery. Williams' thesis would explain differences in terms of economic fluctuations and necessities. These arguments, however, do not answer the questions raised by Tannenbaum and Elkins. While the harshness of slavery in nineteenth century Cuba would tend to support Williams' position, the comparatively mild nature of Puerto Rican and Brazilian slavery, also working for agricultural export, can be used in rebuttal. Further, why was the position of the freedman, the freeman and the Mulatto always more precarious in North America than in Brazil, Cuba, Puerto Rico or even the British Caribbean, if race was not a prime consideration? The presence of a Black majority in the population allowed the British Caribbean to develop very differently from the United States. One can concede the logic of Williams' thesis of economic motivation. But he overlooks the fact that, while the profit motive might have been general, the rationale under which each of the European states justified slavery varied to meet the needs of the particular colonizer. An economic rationale might have sufficed for Spain and Portugal, since their semi-feudal societies had long ago defined slavery in specific terms that supplied a theoretical *modus operandi*. Race, however, had to become the rationale for the 'enlightened' Anglo-Saxon countries, since there was no legal framework for the use of slave labor. Those who constituted property had to be defined in less human terms as the social climate became more 'enlightened'.

David Brion Davis, who is critical of the Tannenbaum-Elkins thesis in *The Problem of Slavery in Western Culture*, concedes that the Spanish law code, *Las Siete Partidas*, recognized freedom as man's 'natural State', and offered slaves certain legal protections. But Davis is unable to document his assertion that '...the same principles were accepted in North American law...', and that '...in few

instances could the (North American) law ignore the human capacities of the slaves...'. These are unbelievable statements in the light of the circumlocutions by which the U.S. constitution avoids specific mention of slaves and slavery, and article IV, section 2, clause 3 which denied fugitives their freedom. Furthermore, Davis overlooks the voluminous local legislation that dehumanized slaves and limited the movement of free Black men. The tenuous position of the latter group is explored by John Hope Franklin in *The Free Negro in North Carolina 1790-1860*. In Virginia, for example, there were seventy-one acts for which a Black person faced the death penalty, but only one of these acts would have brought similar punishment to a white. It is clear that Davis has unaccountably ignored a rich vein of racist legislation running throughout the local codes of North America. The same racism is implicit in the U.S. constitution of the early republican period through omission, as well as the three-fifths of a human being 'formula'.

Davis' efforts to prove that '...it still seems probable that planters in Brazil and the West Indies...were less sensitive than North Americans to human life...' are also unconvincing, since they run counter to solid evidence to the contrary. While it is possible to document specific instances of planter cruelty to slaves in Latin America, and relatively benign treatment of some slaves in the North, Davis ignores the differences in rationale from which institutional differences flowed. *Las Siete Partidas* created a base very different from the legislation that curbed both enslaved and free Black men in the United States. This accounted for the apparent ease of manumission and the relative mobility of the free Black person in Latin America, and the insurmountable obstacle facing Africans, free and slave, in the United States. In fact, it is the high rate of manumission in Brazil that necessitated the heavy flow of arrivals from Africa, not a high mortality rate from planter cruelty as Davis implies. Where the mortality rate among slaves was high, disease was the killer rather than mass brutality.

W.E.B. Du Bois has noted that: '...there has been consistent effort to rationalize Negro slavery by omitting Africa from world history, so that it is almost universally assumed that history can be truly written without reference to Negroid peoples.'[3]

United States history has been approached in a similar fashion. But Africa's independence movements, the rapidly shifting nature of racial confrontation in the Americas, and the new thrust in Afro-American studies are forcing change.

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[3]W.E.B. Du Bois, *The World and Africa*, New York: International Publishers, 1965, vii.

An antiseptic, scholarly tone will no longer obscure the facts that slavery is not an academic, economic or political issue, but a moral problem, and that some of the traditional heroes will have to be viewed also as slave-owners. The student is forcing a total revision of United States and western history. The study of comparative slave systems offers a logical first step in this direction. The bibliography below includes some of the basic traditional as well as contemporary works in this area.

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LATIN AMERICA FOR THE GENERAL SOCIAL STUDIES TEACHER: AN INTRODUCTORY BIBLIOGRAPHIC ESSAY

James Reston once commented that the people of the United States are willing to do almost anything for Latin America except read about it. This may be due in part to the considerable amount of available material coupled with great general ignorance. Where, the concerned but busy classroom teacher might ask, does one begin?

The suggestions and bibliography presented here are not intended to be definitive; on the contrary, they constitute a bare minimum. Since there are so few titles, the list is highly selective, the main criteria being briefness, readability, low cost, and pertinency of content to the existing curriculum. There was also an attempt to include revisionist as well as traditional interpretations. For these reasons, criticisms of inadequacy of the list and/or personal bias on the part of the bibliographer are at least partially valid.

However, the aim of this review is not competency for the teacher of Latin American Studies, but rather a realistic and manageable reading program to assist the general social studies teacher in strengthening those areas of his courses which should include reference to Latin America. To provide a change of pace or restore flagging interest, a second section has been added of suggested literary or other works considered unusually interesting or stimulating. If the harried teacher is inclined to read beyond the basic list or build a reference shelf, a third section providing materials of greater depth, sophistication, variety (and expense) is included.

As a beginning suggestion, follow your own interests, your inclinations in reading and those having relevance in terms of the courses you teach. If you wish to establish a personal or classroom library for browsing, buy all the paperbacks listed in the first section below (total cost about $13). Skim book jackets and table of contents to determine what interests you most.

Read TANNENBAUM first. It is the most readable brief overview of Latin America available. As the title indicates, it will provide you with "ten keys" for understanding Latin America; a useful conceptual framework. For a historical approach (and this is essential in the case of Latin America), read PENDLE next. It, too, is the briefest and most readable example of its kind. It's not a collection of the separate histories of the republics of Latin America; it is an historical essay and uses representative examples instead of a survey approach. Use KEEN's readings along with Pendle. It's easy, as both are chronologically arranged and will greatly add to your enjoyment and understanding of the material.

You may now want to review U.S.-Latin American relations, since this is one of the most frequently encountered topics in the curriculum outside of Latin American Studies per se. LIEUWEN furnishes a very brief (136 pages) and neutral (from a United States perspective) introduction. For a disturbing "view from the other side," look at AGUILAR. If it seems to be somewhat

overly polemic, put yourself in the author's position and then read the chapters in your school's U.S. History text dealing with U.S.-Latin American relations.

For an understanding of the contemporary scene read ALEXANDER or SCHURZ. Neither makes the most interesting reading, but both are good examples of consensus (1940's through 1960's) interpretations. To enliven this topic, keep a copy of GERASSI handy, and occasionally read a chapter or two to get a running revisionist interpretation. This is a very early example of this "school," written at a time when the author, former Latin American correspondent for *Time* and editor of *Newsweek*, could be described more as Liberal than Far Left. Even so, the contrasts with Alexander or Schurz will be startling.

No understanding of Latin America would be complete without a glance at the development of ideas and culture. GLISSOLD offers one of the briefest and most interesting essays which includes an excellent bibliography of leading works available in English translation.

If this approach becomes boring or strikes you as too superficial, pick up a novel or literary work from the second section and read it just for enjoyment. AMADO is the first Brazilian novelist to achieve best-seller status in the United States, and GARCIA MARQUEZ gained it in 1970. The work of MACHADO DE ASSIS is said to be Brazil's best novel by her foremost novelist. ASTURIAS won the Nobel Prize for his novel of social protest. AZUELA's book is considered to be the first and best known novel of the Mexican Revolution. For what *Newsweek* called "One of the most astonishing documents of the lower depths ever printed," read the diary of the Rio slum dweller, JESUS. If your tastes run to the exotic or unusual, travel with CASTANEDA into the world of "nonordinary reality" in the personal account of a sorcerer's apprentice that has become an underground best seller.

For an adequate reference collection, and for occasional rather than steady reading, the third section includes some basic but more expensive titles. There is a heavy reliance on anthologies in this section in order to provide great depth with a wide range of opinion. For a vew of Latin America through the eyes of its leading writers see ARCINIEGAS. KEEN's readings, a greatly expanded version of his smaller collection, is a perfect companion to the most popular general history, HERRING. This is probably the most common combination of materials at the college survey level. Another likely companion, representing the problems approach to history is the collection by PIKE. HANKE's two volumes combine his interpretive essays with numerous short readings which thoroughly cover the contemporary issues.

In more specific areas, the HEATH AND ADAMS collection represents a definitive assembly of the best anthropological research, while LIPSET AND SOLARI claim to have the first comprehensive sociological study of Latin America. The geographer's approach is adequately represented by the formidable classic by JAMES, or by the inexpensive and vignette-studded paperback by POHL AND ZEPP. Latin America's population growth (highest in the world) is the subject of the STYCOS AND ARIAS readings, and the contributors in VELIZ examine obstacles to change. The rich panorama of Latin American art

and architecture is outlined, described, and beautifully illustrated by CASTEDO; CRAWFORD reviews the ideas and writings of the leading thinkers. Finally, what the contemporary Left is saying in and about Latin America is given full and favorable exposure in works edited by PETRAS AND ZEITLIN or by HOROWITZ, DE CASTRO AND GERASSI.

Teachers will also be interested in the much longer, annotated bibliography published under the title, *A Selective Annotated Guide To Materials on Latin America Suitable at the Secondary Level*, and available from the Center for International Programs and Comparative Studies.

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